

ENED 353 – Methods of Teaching English  
San José State University  
Sweeney Hall 212, Tuesdays 4-6:45 pm  
Spring 2016

Instructor: Sydney Marsh  
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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.**

- To Kill A Mockingbird*. Harper Lee. (any edition) **Bring to the first class session.**
- 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.
  
- 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/finaelaccsstandards.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/sbeeldstdg910c.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>
- 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](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>

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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:**

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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 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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](mailto: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 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 both individually and with your classmates; and
- completion of Unit and Lesson plans, including a 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;
- be able to select/use a variety of formative assessment practices in a secondary English class;
- be able to demonstrate competence in lesson and unit planning;
- have increased awareness regarding the importance and support of students' language and learning needs (7-12<sup>th</sup> grade levels);
- become skillful at reflecting critically on teaching practices on enacted lesson components, Lesson Plans, and Unit Plans;
- have developed skills for providing formative feedback and assessment; and
- have experienced a variety of strategies for and the importance of class discussion and class debriefing in the English classroom.

### **Course Activities/Assignments/Requirements:**

#### **Instructional Activities:**

1. Lectures
2. Presentations
3. Writing to demonstrate understanding of readings and application of teaching strategies
4. Individual, small group, and whole class focused discussions
5. Experiential learning exercises mirroring typical 7-12<sup>th</sup> grade classroom activities

**Assignments:**

1. Readings of fiction and non-fiction
2. Written reflections and formative assessments
3. Orals to assess content knowledge, 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:** As this is one component of the final grade in the course, students are expected to attend all class sessions 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

**Please contact the instructor should an absence be necessary.**

**Please schedule any personal appointments during non-class hours.**

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

**Course schedule & topics:**

**SJSU: ENED Methods 353: Bring texts each week when noted in the Assignment section.**

	<b>Objective &amp; Agenda:</b>	<b>Activities and Assignments</b>
<b>Week 1</b> 2/02	<b>Introductions and Course Expectations</b> <b>Objectives:</b> Unit Planning TPEs Reading Strategies	<b><u>Activity:</u></b> <ul style="list-style-type: none"> <li>• Backwards Design/Planning</li> <li>• TPE's: Overview</li> <li>• <i>English Teachers Companion (ETC) Ch. 3: p 48-50: "The Ten Elements of Effective Instruction"</i></li> <li>• <i>To Kill a Mockingbird (TKAM):</i> Chapter 1</li> </ul> <b><u>Assignment for 2/09</u></b> <ul style="list-style-type: none"> <li>• <i>TKAM:</i> Chapters 1-3</li> <li>• <i>ETC</i> Ch 1 p. 15 Figure 1.6, p. 9 Figure 1.3; and Ch. 5 pp. 192-195 (incl. Figure 5.31)</li> </ul>
<b>Week 2</b> 2/09	<b>Objectives:</b> Reading Strategies Lesson Planning Learning Goals Learning Styles/Teaching Styles	<b><u>Activity:</u></b> <ul style="list-style-type: none"> <li>• Essential Understandings (EU), Essential Questions (EQ)</li> <li>• <i>ETC:</i> homework reading (esp. p.194), and Ch. 2 p. 26</li> <li>• Learning Goals: long and short term</li> <li>• Learning Styles and Teaching Styles</li> <li>• <i>TKAM</i> Chapters 1-3</li> <li>• English Journal article on <i>Reading</i></li> </ul> <b><u>Assignment for 2/16</u></b> <ul style="list-style-type: none"> <li>• <i>TKAM:</i> Chapters 4-6</li> <li>• <i>ETC:</i> Ch 2 p. 34 Figure 2.8 and Ch. 5 pp.163-172</li> </ul>
<b>Week 3</b> 2/16	<b>Objectives:</b> Reading Strategies Pre-Signature Assignment Signature Assignment	<b><u>Activity: The Lesson Planning Process</u></b> <ul style="list-style-type: none"> <li>• <i>TKAM</i> through Chapter 6</li> <li>• <i>ETC</i> homework reading and Ch. 5 p. 173, 175, 176</li> <li>• Unpacking the Pre Sig. and Signature Assignments</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Pre-Signature Assignment:</b> work time (<i>TKAM</i>) : <b>Due 3/01 Assignment for 2/23</b></li> <li>• <i>TKAM</i>: Chapters 7-9.</li> <li>• <i>ETC Ch. 5</i> pp. 177-183</li> </ul>
<b>Week 4</b> 2/23	<b>Objectives:</b> Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy Questioning for Discussion Oral Language	<b>Activity: Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• <i>ETC</i> homework reading and Ch. 3 p 50</li> <li>• <i>TKAM</i> through Chapter 9</li> <li>• Discussion-Questioning Practices (Webb, Bloom)</li> <li>• Leading and Guiding Questions</li> <li>• Rubrics for orals</li> <li>• <b>Pre-Signature Assignment</b> work time : <b>Due 3/01 Assignment for 3/01</b></li> <li>• <i>TKAM</i>: Chapters 10-12.</li> <li>• <i>ETC Ch. 6</i> pp. 218 bottom-219 top, p. 220 Figure 6.12, p. 228 Figure 6.17, and p. 230 Figure 6.18</li> </ul>
<b>Week 5</b> 3/01	<b>Objectives:</b> Formative Assessment Differentiated Instruction Class Discussions Assessment	<b>Due Today:</b> <b>1. All Pre Sig. Assignments: 2-Day Unit Plan &amp; Lesson Plans</b> <b>2. Pre Signature Assignment Orals: 1<sup>st</sup> group</b> <ul style="list-style-type: none"> <li>• Peer Formative Assessment w/ Rubric (10 min each student)</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>TKAM</i> through Chapter 12 (Differentiated Instruction)</li> <li>• <i>ETC</i> homework reading</li> <li>• “Seven Keys to Effective Feedback” (Grant Wiggins)  <a href="http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx">http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</a></li> <li>• Formative Assessment</li> </ul> <b>Assignment for 3/08</b> <ul style="list-style-type: none"> <li>• <i>TKAM</i>: Chapters 13-15.</li> <li>• <i>ETC Ch. 7</i> pp. 258-271 top and Ch. 8 p. 298 Figure 8.1 and p. 329 Figure 8.17</li> </ul>
<b>Week 6</b> 3/08	<b>Objectives:</b> Summative Possibilities ( <i>TKAM</i> ) Assessment Rubrics Academic Language	<b>Due Today: Pre Signature Assignment Orals: 2<sup>nd</sup> group</b> <ul style="list-style-type: none"> <li>• Peer Formative Assessment w/ Rubric (10 min each)</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>TKAM</i> through Ch. 15</li> <li>• <i>ETC</i> homework reading, and Rubrics on Ch. 6 p. 241, 243</li> </ul> <b>Assignment for 3/15</b> <ul style="list-style-type: none"> <li>• <i>TKAM: Chapters 16-18.</i></li> <li>• <i>ETC Ch. 7</i> pp. 271-283</li> <li>• <b>Finalize Pre-Signature Assignment-</b> practice oral</li> </ul>
<b>Week 7</b> 3/15	<b>Objectives:</b> Academic Language Grammar Strategies	<b>Due Today: Pre Signature Assignment Orals: 3<sup>rd</sup> group</b> <ul style="list-style-type: none"> <li>• Peer Formative Assessment w/ Rubric (10 min each)</li> </ul> <b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>TKAM</i> through Chapter 18</li> <li>• Review of Oral and Written portions of <b>Signature Assignment</b></li> <li>• COE Rubric for <b>Signature Assignment</b></li> <li>• <i>ETC</i> reading homework</li> <li>• Analysis of Objectives/Goals/Assessments for <b>Sig Assignment.</b></li> </ul> <b>Work time: Signature Assignment Unit Plans -Individual work</b>

		<p><b>Assignment for 3/22</b></p> <ul style="list-style-type: none"> <li>• <i>TKAM : Chapters 19-21.</i></li> </ul>
<p><b>Week 8</b> 3/22</p>	<p><b>Objectives:</b> COE Rubric Peer-editing Review of Unit and Lesson Planning</p>	<p><b>ALL 1<sup>st</sup> draft Unit Plans and ONE (NEW) Lesson Plan –due today. Bring 4 hardcopies for peer editing</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>TKAM</i> through Chapter 21</li> <li>• Peer editing of 1<sup>st</sup> Draft Signature Assignment Unit Plan and one new Lesson Plan</li> <li>• Written portion: <i>Pre Sig returned: time for Q/A individual</i></li> </ul> <p><b>Work time: Signature Assignment</b></p> <p><b>Assignment for 4/05</b></p> <ul style="list-style-type: none"> <li>• <i>TKAM Chapters 22-24.</i></li> <li>• <i>Teaching Writing Grades 7-12 in and Era of Assessment: Passion and Practice (P &amp; P), Ch. 3: Part I pp. 35-47 top, and Ch. 4: Part I pp. 78-87 top</i></li> </ul>
<p><b>Week 9</b> 4/05</p>	<p><b>Objectives:</b> Reading to support Writing Non-Fiction</p>	<p><b>ALL 2<sup>nd</sup> draft Unit Plans and ONE (NEW) Lesson Plan –due today. Bring 4 hardcopies for peer editing.</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i> Chapter 3 homework reading</li> <li>• <i>TKAM</i> through Chapter 24</li> <li>• Peer editing of 2<sup>nd</sup> Draft Signature Assignment</li> </ul> <p><b>Work time: Signature Assignment</b></p> <p><b>Assignment for 4/12</b></p> <ul style="list-style-type: none"> <li>• <i>TKAM Chapters 25-27.</i></li> <li>• Read <i>P and P: Ch. 3 Part III pp. 63-75; Ch. 4 Part III pp. 93-102; and Ch 1 pp. 5-7 top.</i></li> </ul>
<p><b>Week 10</b> 4/12</p>	<p><b>Objectives:</b> Reading and Writing Strategies</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i> homework readings</li> <li>• <i>TKAM</i> through Chapter 27</li> </ul> <p><b>Work time: Signature Assignment</b></p> <p><b>Assignment for 4/19:</b></p> <ul style="list-style-type: none"> <li>• <i>TKAM Chapters 28-31.</i></li> <li>• <i>P&amp;P Ch. 5 Part I pp. 107-111 and Part II pp. 111-119 top</i></li> </ul>
<p><b>Week 11</b> 4/19</p>	<p><b>Objectives:</b> Unit Plan conferences Assessment and Grading</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i> reading homework</li> <li>• <i>TKAM</i> through Chapter 31</li> <li>• Review Rubric for Orals and for Signature Assignment</li> </ul> <p><b>Work time: Signature Assignment</b></p> <p><b>Assignment for 4/26</b></p> <ul style="list-style-type: none"> <li>• <b>Practice for Orals and Complete Signature Assignment</b></li> </ul>
<p><b>Week 12</b> 4/26</p>	<p><b>Objectives:</b> Signature Assignment Orals Assessment</p>	<p><b>Due Today: Signature Assignment: Unit Plan and 5 Lesson Plans (course requirement)</b></p> <p><b>Due Today: 1<sup>st</sup> Round of Orals.</b></p> <p><b>Students peer assess with created Rubric</b></p>

		<b>Assignment for 5/03:</b> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i>: Chapter 6 Part I and II pp. 130-150</li> <li>• Read Articles on Homework (provided in class)</li> </ul>
<b>Week 13</b> 5/3	<b>Objectives:</b> Signature Assignment Orals Assessment Multi-genre writing Active vs. Passive learning experiences	<b>Due Today: 2<sup>nd</sup> Round of Orals</b> <b>Students peer assess with created Rubric</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i> homework reading</li> <li>• Homework: Why? When? Benefits?</li> </ul> <b>Assignment for 5/10:</b> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i>: Chapter 7 Parts I-III pp153-178.</li> </ul>
<b>Week 14</b> 5/10	<b>Objectives:</b> Signature Assignment Orals Assessment “Open Mind” Homework debate Multi-genre Writing	<b>Due Today: 3<sup>rd</sup> Round of Orals</b> <b>Students peer assess with created Rubric Discussion:</b> <b>Activity:</b> <ul style="list-style-type: none"> <li>• <i>P&amp;P</i>: homework reading and Table 10.9 (p 231)</li> <li>• Final: Show me what you know.</li> <li>• Celebration</li> <li>• Written portion: Signature Assignments returned with COE rubric assessments. Q &amp; A.</li> </ul>

### **Grading Criteria**

Participation/engagement in class activities/discussions...	25%
Formal Oral Presentations	10%
Assessments (oral and written, reading quick writes/quizzes...)	25%
Pre Signature to Signature Assignment (improvement noted)	40%
<b>Total</b>	<b>100%</b>

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 to and agreement reached with instructor.

### **Final Grades by Percentile:**

90%-100% = A	80%-84% = B+	0%-74% = non passage (per COE)
85%-89% = A-	75%-89% = B	

**Pre-Signature Assignment:** A two-day Unit Plan and two Lesson Plans, and an accompanying Oral to allow practice and preparation for the required Signature Assignment. Students are permitted to work in pairs or individually. This oral requires students to present their rationale for the teaching strategies and activities within the two lessons. Students will NOT be teaching these two lessons. Additional information will be provided in clas

**Signature Assignment:** Unit Plan-Lesson Plans-Performance Task-Written Components- (and an accompanying Oral).

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 *To Kill a Mockingbird*.**

- 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. 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 (These will be addressed thoroughly in class.)
  - 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 and handouts:
  - Context/Relevancy/Purpose: Why are you asking your students to do this Performance Task and what specifically are you assessing?
  - Task Instructions/**Handout**
  - 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.

