

**San José State University**  
**School/Department**  
**ENED 353, Methods of Teaching English, Section 01, Spring 2018**

*“Once you learn to read, you will be forever free.”*  
- Frederick Douglass

*“Education is a precondition to survival in America today.”*  
- Marian Wright Edelman

*“To study is not to consumer ideas, but to create and re-create them.”*  
- Paulo Freire

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jennifer K. Johnson
<b>Office Location:</b>	Faculty Offices (FOB) Room 216
<b>Telephone:</b>	(408) 924-4473
<b>Email:</b>	<a href="mailto:Jennifer.K.Johnson@sjsu.edu">Jennifer.K.Johnson@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday: 2pm-3pm ; Thursday: 2pm-5pm, and by appointment.
<b>Class Days/Time:</b>	Tuesday, 4:00PM-6:45PM
<b>Classroom:</b>	Sweeney Hall 348
<b>Prerequisites:</b>	To enroll you must secure approval from English Education Subject Area Advisor, Dr. Mary Warner.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description, Goals, & 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, or emergent bilingual students, and fostering all students' academic and critical language and literacy 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

### **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 José 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.

### **Course Learning Outcomes (CLO)**

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.

### **Required Texts (may be purchased online or through the campus bookstore)**

#### **Books**

Wiggins, G. & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. ISBN: 9781416611493

Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN: 9780325009803

#### **Digital Texts:**

[Smagorinsky's Virtual Library of Conceptual Units](http://smago.coe.uga.edu/VirtualLibrary/) has a number of units designed by preservice and inservice teachers of English Language Arts. His library can be found at the following link: <http://smago.coe.uga.edu/VirtualLibrary/>

*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/finaledaccsstandards.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 are located on our course website on [Canvas](#) at:

<https://sjsu.instructure.com/courses/1208557/files>

## Recommended Texts

### Note about Recommended Texts:

There are two functions for these recommended texts:

1. You will be working together in groups to design a group unit plan before designing unit plans independently. For your group unit plan, you will select one novel as one of your unit's texts. If your group should decide to select another text that is not on this list, please clear it with me before proceeding.
  - a. *To Kill A Mockingbird*. Harper Lee. (any edition)
  - b. *The House on Mango Street* (any edition)
  - c. *Little Brother* by Cory Doctorow
  - d. *1984* by George Orwell [ebook available through MLK Library]
2. I've recommended the rest of the following texts because they may be helpful as references in your future curriculum planning/ design, but this list will continue to grow throughout the semester as together we find texts aligned with our specific needs. The majority of our texts will be excerpts from longer texts shared through our class website. A full bibliography will be posted on that same website.

Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* [Fourth Edition]. Portsmouth, NH: Heinemann.

Milner, J.O. Milner, L.F. & Mitchell, J.F. (2011). *Bridging English* [Fifth Edition]. Pearson. ISBN: 9780132486095

Mirra, N, Garcia, A, Morrell, E. (2016). *Doing youth participatory action research: Transforming inquiry with researchers, educators, and students*. New York, NY: Routledge. ISBN: 9781138813564

Morrell, E, Dueñas, R., Garcia, V, & López, J. (2013). *Critical media pedagogy: Teaching for achievement in city schools*. New York, NY: Teachers College Press. ISBN: 978087754382

Morrell, E. & Scherff, L. (Eds.) (2015). *New directions in teaching English: Reimagining teaching, teacher education, and research*. Lanham, MD: Rowman & Littlefield. ISBN: 9781610486767

Warner, M.L. & Lovell, J.H. (2014). *Teaching writing grades 7-12 in an era of assessment*. Saddle, NJ: Pearson. ISBN: 9780133136357

Wiggins, G. & McTighe, J. (2005). *Understanding by design* [Second Edition]. Saddle, NJ: Pearson. ISBN: 9780131950849

## Other technology requirements / equipment / material

1. **NCTE Student Membership @ \$25 (for one year)**
2. Students in need of laptops should contact ITS for rentals. These last for 30 days. However, each time you shut down the laptop, your files will be erased. Please save all files on a USB drive or use a program like Google Docs to save your work to a cloud to avoid losing your work.

## Library Liaisons

Toby Matoush, [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu). Toby Matoush is the library liaison for English and Comparative Literature. The library liaison for Secondary, Elementary, and Special Education is Teresa Slobuski, [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu).

## Course Requirements and Assignments

### Participation and all smaller assignments completed thoughtfully and on time (25% of your grade).

Please be prepared to actively participate in small and large group discussions and activities. If you are unable to be present for a class session, please email me ahead of time and check [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com> for the class agenda, notes, and assignments.

### Curriculum design (50% of your grade).

There are two parts to this assignment. Part one is a group four-week unit plan around a text of choice, but one that is commonly taught in secondary English classes *like House on Mango Street* or *To Kill a Mockingbird*). Groups will use Understanding by Design (UbD) as a model for organization, planning, and assessment. Groups will use Smagorinsky for additional content. Group unit plans should be done on [Canvas under collaborations for ENED 353: https://sjsu.instructure.com/courses/1208557/collaborations](https://sjsu.instructure.com/courses/1208557/collaborations). The second part of this assignment is an individual conceptual unit plan around content of choice (specific details for both to follow when assigned).

**Mini-Lessons (25%)** Students are required to design 45-minute mini-lessons that anchor class discussions. The goal is two-fold: (1) to help us engage with course texts and theories; and (2) to get practice designing and implementing a lesson plan. What this means is that students in charge will come with a set of activities and/or questions to expose different pedagogical strategies in the teaching of English that will also assist our engagement with the texts and concepts for the session. Multimodal and creative activities are strongly encouraged. Students should also think about using this time to facilitate the bridging of theory and practice. Mini-lessons must have lesson plans. See lesson plan template on Canvas.

### Mid-term and Final Self-Assessment (folded into your grades for the above assignments)

At both the mid-term and at the end of the course, I'll ask you to assess your own perceived progress in relation to the three elements outlined above (again, specific details to follow when assigned).

## Grading Information

The assignments below specify how grades are assessed and assigned.

Curriculum design: 50%  
Inquiry: 25%  
Participation: 25%

A=90-100  
B=80-89  
C=70-79  
D=60-69  
F=below 60

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU catalog (“The Grading System”). Grades issued will represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. Student writing should be distinguished by organization, content, style, intentional and thoughtful grammar and punctuation, and use of APA formatting and style. For free APA style guidance, go to [Purdue Online Writing Lab](https://owl.english.purdue.edu/owl/section/2/10/) at: <https://owl.english.purdue.edu/owl/section/2/10/>

Late or missed work must be discussed with professor and is subject to a grade reduction for that assignment. For example, a paper that would receive an A if turned in on time may result in an A- if turned in late.

### **Classroom Protocol**

Meaningful class discussion is a crucial part of the learning experience for students and instructors. Preparing for class discussions will rely on students and the instructor thinking deeply about assigned texts, theories and practice—developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, pedagogical applications, or phenomena.

Cell phone use is allowed in class for teaching and learning.

If you are unable to be present for a class session, please email me ahead of time and check the class website for the class agenda and assignments.

### **University Policies**

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etcetera: [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **ENED 353: Methods of Teaching English, Spring 2018, Course Schedule**

*Below is a table with the proposed weekly agenda for the semester. This is subject to change with fair notice. Notification of changes will be made via Canvas Announcements, our Collective Class Notes on our Shared Google document, or in class. Please make sure that your email on Canvas is your preferred email.*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
1	1/30	<p><i>What does it mean to teach English in the 21<sup>st</sup> century?</i> [CLO: 1, 2, 5]</p> <p>Introduction to the course</p> <p><b>Assignments:</b> For the next class have the following completed:</p> <ul style="list-style-type: none"> <li>- Read: Freire <i>Chapter 3</i> &amp; UNESCO Report on Cuban Literacy Campaign</li> <li>- Bring in regalia, a meaningful object in your life that each person will use to tell a story about themselves to help us get to know one another. You may bring in a photograph if the object is inconvenient to bring in.</li> <li>- Write a 2-3 page post for participation by Monday at 6pm: Drawing from your experiences in taking or teaching English Language Arts and living on the planet, please answer the following questions:               <ul style="list-style-type: none"> <li>- (1) What is one of your most memorable moments in learning English? (2) What brought you to want to teach English? (3) Do you teach now? If so, where, what subject, and for how long? If you do teach, what are your strengths and what do you see as you biggest areas for improvement? (4) Lastly, what do you see as a some of the challenges and opportunities for teachers of English in 21<sup>st</sup> century schools? In answering the last question, you might consider the growing cultural and linguistic diversity in our schools, globalization, decentralization of school governance, high-stakes testing, the exponential rise in digital technologies, and our current socioeconomic and political context for teaching and learning.</li> </ul> </li> </ul>	
2	2/6	<p><i>Cultivating Powerful Englishes as a Practice of Freedom</i></p> <p><b>DUE: About Me Paper (Post on Canvas under “Discussions”)</b></p> <p>Freire Chapter 3 &amp; UNESCO Report on Cuban Literacy Campaign</p> <p>Formation of groups for <i>Group Unit Project</i></p>	
3	2/13	<p><i>What’s the big idea?</i></p> <p>Create preliminary essential questions and enduring understandings, introduce six facets of understanding, continue brainstorming.</p> <p>Select the novel for your group unit project and read for the next class.</p>	

Week	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
		<b>Texts:</b> Applebee “Curriculum as Conversation – Chapter 5”; Traver’s “What is a good guiding question”; UBD Modules A & B	
4	2/20	<i>Considering the end at the beginning: where are we going and why?</i> Focus on assessment including the creation of summative and formative assessments and establishing criteria for assessment.  <b>Texts: The novel your group selected</b> Smagorinsky: Preface; About this Book; Chapters 1-3	
5	2/27	<i>How might we launch these conversations? The hook.</i> Focus on learning plan, lesson plan workshop  <b>DUE: Context for Learning</b> <b>Texts:</b> Moll, Gonzalez & Neff “Funds of Knowledge” (Canvas) Smagorinsky Chp 4 & 8 UBD Modules C-D	
6	3/6	<i>How might we align our instruction?</i> Work time, focus on alignment.  <b>Texts:</b> Smagorinsky Chapter 9 & UBD Modules E-F	
7	3/13	<i>State standards: how do these affect our curriculum design and teaching and learning?</i> Discussion of Standards in relation to developing plans.  <b>Texts:</b> Appleman, D. <i>Critical Encounters in High School English</i>	
8	3/20	<i>How can we uncover the values embedded in curriculum design approaches?</i> Lesson plan “teasers,” share out reflections on UbD, introduce conceptual design.  <b>DUE: Group Unit Project &amp; Presentations</b> Introduction to Individual Design Project/Signature Assignment Texts: Sample Signature Assignments & COE Rubric on Canvas	
9	3/27	<i>How can we expand our repertoire of approaches to curriculum design?</i>  <b>DUE: Signature Assignment Proposal</b> Texts: Smagorinsky Chapters 10, 11 & 14 (chapter 14 should be kept as a handy resource throughout the semester)	
10	4/3	<i>How do we differentiate instruction?</i>  Smagorinsky Chapters 12-13, <i>Critical Media Pedagogy</i> chapter 4,	

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Mini-Lesson Teachers</b>
		Gutierrez (See Canvas)	
11	4/10	<i>What does it really mean to assess?</i> Smagorinsky chapter 5; <i>Elbow's Grading Contract</i> ;	
12	4/17	<i>Technology in the classroom: how does this impact our design?</i> <i>Critical Media Literacy &amp; New Literacies Studies</i>	
13	4/24	Introduction to Reflection Text: TBD	
	4/28	<b>2<sup>nd</sup> Annual Education for Liberation Conference</b> Saturday, 4/28, 12pm-7pm Student Union Theatre and conference rooms	
14	5/1	<b>Workshopping Signature Assignment</b>	
15	5/8	<b>Signature Assignment Due (Reflection and Self-Assessment are Due 5/15)</b> <b>Final Presentations Part 1</b>	
Final Exam	5/22	<b>Final Presentations Part 2 in Sweeney 348, 5pm-7:30pm</b> Potluck☺	