Course Goals and 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 and discussions designed to introduce you to the “framework” and “standards” that California uses to establish its goals and practices in the teaching of English, analysis of secondary students’ work, workshop presentations by middle and high school level Teacher Consultants of the San Jose Area Writing Project, demonstration lessons/practices that you will give to your peers, and the completion of a unit plan developed in collaboration with 1-3 other peers designed to be taught this year, if not this semester.

Grading:
I will use three activities to determine your grade for this course:

1) a 15-20 minute demonstration lesson (25%) geared to your actual secondary students or to a mixed-ability 9th grade English class, approximately one-third of whom will be designated English Language Learners, presented to your peers in this classroom on Oct. 1, Oct. 8, Oct. 15, Oct. 22, and Oct. 29;

2) a unit plan (50%): complete first draft due 4pm Nov. 5, “final” draft due by 12:01am Sunday, Nov. 17;

3) a “process grade” (25%) based on your completion of week by week assignments, including:
   a) fulfilling your role as either a “scribe” of a class session (15 needed) or your role as a “Two Minutes With” presenter (5+ needed);
   b) fulfilling your role either leading the class in a 10-30 min. discussion or leading the class in 5-20 min. of debriefing the class session;
   c) teaching us all about a promising use of technology in relation to the middle or high school level classes you are teaching (or will be teaching in the future) either 100% during class (10 min. total) or in “flipped fashion” (approximately 50% online before your “tech spot” in class of up to 5 min.);
   d) your story of formative assessment and writing: a 3-5 page paper making sense of how you like your feedback; and
   e) your written analysis of student work. (Specifics on assessment to come.)

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


*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: a “presentation booklet” that gives
you classroom-tested lesson plans and a rationale for why these practices make sense in relation to the students that he or she is teaching.

EnED 353 Fall 2013 Schedule of Sessions and Assignments* (but not readings)

8/27  What does it mean to teach English? Introduction and orientation to the course; setting up the Discussion Leader and Debrief Leader roles
Know: Content knowledge and pedagogical content knowledge
Assignment: collect student work (no identifiers)

9/3  What does it mean to write in school?
Know: the writing process, schema
Assignment: collect student work (no identifiers)

9/10 What are benefits/challenges of using tech. in the sec. English classroom?
Workshop by SJAWP TC Todd Seal, Silver Creek HS, East side Union HSD
Assignment: collect student work (no identifiers)

9/17 What does backwards planning look like for English class?
Due: collected student work
Analysis of student work
Know: essential questions, enduring understandings

9/24  What helps group work work? Getting ready for demo lessons and micro-teaching
Know: Planned Language Production

10/1  How do we make feedback in action safe?
Demo lessons, 1st batch
Know: self-assessment, addressable next steps

10/8  What do we mean by teaching grammar in context?
Demo lessons, 2nd batch
Experience: jigsaw

10/15 TBCT (To be created together)
Due: Student work
Demo lessons 3rd batch

10/22 What's valuable and what's challenging about response groups?
Demo lessons 4th batch
Due: 3-5 page paper on your story of formative assessment and writing
Experience: writing response groups

10/29 SJAWP Teacher Consultant, to be confirmed
Demo lessons 5th batch

11/5 What's acceptable evidence?
Due: first draft of unit plan
Workshop draft of unit plan

11/12 SJAWP Teacher Consultant, to be confirmed

Unit due: by 12:01am November 17

11/19 SJAWP Teacher Consultant, to be confirmed

11/26 How are teacher candidates assessed and what does this mean for me?
Revisiting your unit through the lenses of the PACT rubrics

12/3  How did we do?
Reflecting together, celebrating, looking forward.

* Subject to change