

San José State University
Department of English & Comparative Literature
ENED 353.01, Methods of Teaching English, Fall 2012

Instructor:	Jonathan Lovell
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Office Hours:	Thurs 10 am to 12 noon and by appt
Class Days/Time:	Tues 4:00 PM – 6:45 PM
Classroom:	SH 347
Prerequisites:	Admission to the Single Subject Program in English
Course Fees:	\$35, in cash or check made out to SJSU Research Foundation/WP, for handouts and stipends for presenters.

Faculty Web Page

Copies of the course materials such as the syllabus may be found on Professor Mary Warner's web page at <http://www.sjsu.edu/faculty/mary.warner/>.

Course Description

Theory and practice of teaching literature and language arts to a diverse student population. Strategies for planning and implementing curricula appropriate to middle and high school level students.

Course Goals and Objectives:

The purpose of our English Methods sections this fall will be 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 Language Learners (students for whom English is a second or subsequent language). We will pursue this goal through a combination of readings designed to introduce you to the “framework” and “standards” that California uses to establish its goals and practices in the teaching of English, workshop presentations by middle and high school level Teacher Consultants of the San Jose Area Writing Project, a workshop I will give on teaching ninth grade students focusing on the teaching of Harper Lee's *To Kill a Mockingbird*, demonstration lessons that you will give to your peers, based on teaching *Romeo and Juliet* (hereafter R&J) to a mixed-ability 9th grade English class, approximately 1/3rd of whom will be designated as English Language Learners, and the completion of a 20-25 day unit plan based on the teaching of R&J, or a work of literature you are presently teaching, to the mixed-ability ninth grade class specified above.

Student Learning Outcomes: Single Subject Credential Program

- Candidates demonstrate a high level of professional responsibility for and involvement in their own professional development.
- Candidates explain a personal philosophy of teaching and learning that is grounded in theory and standards of professional practice.
- Candidates articulate conceptual frameworks relating to culture, power, and equity and how these influence teaching and learning.
- Candidates discuss legal issues and ethical choices that influence education.
- Candidates discuss interrelationships among family, community, student learning, and success in school.
- Candidates discuss and critique various theories and practices of language acquisition and literacy development (e.g. reading, writing, speaking, listening) across content areas.
- Candidates design standards-based instructional objectives and activities that are developmentally appropriate, sequential and integrated, and actively engage all students.
- Candidates design, critique, and utilize a variety of formal and informal standards-based assessments that inform teaching and provide feedback on student learning.
- Candidates demonstrate teaching methodologies that reflect an effective use of standards, objectives, and strategies including technology for working with a diverse student population.
- Candidates critically reflect upon the relationship between their own teaching and student learning.

Required Texts/Readings

Textbooks

Shakespeare Set Free. Teaching Romeo & Juliet, Macbeth, and A Midsummer Night's Dream. Ed Peggy O'Brien, The Folger Library, Simon & Schuster, 2006 ISBN 978-0743288507

Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Harvey Daniels. Stenhouse Publishers, 2002 ISBN 978-1571103338

Creating Writers Through 6-Trait Writing Assessment and Instruction. Vicki Spandel. Pearson Education, 2008 ISBN 978-0205619108

The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession. Jim Burke, Heinemann Publishers, 2007 ISBN 978-0325011394

What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking. Jim Burke, Heinemann Publishers, 2010 ISBN 978-0325021577

Romeo and Juliet (Shakespeare Made Easy), Barrons Educational Series (April 1985) ISBN 978-0812035728

Cambridge School Shakespeare Romeo and Juliet. Ed. Rex Gibson. Cambridge University Press, 2005 ISBN 978-0521618700

Other Readings

- "What We Know About Collaboration" (chapter 3 of *Comprehension & Collaboraiton: Inquiry Circles in Action.* Harvey Daniels and Stephanie Harvey, Heinemann, 2009)

- "Sheltered Instruction Across the Disciplines" (chapter 2 of *With Different Eyes: Insights Into Language Minority Students Across the Disciplines*. Faye Peitzman (ed). Addison-Wesley, 1994)
- "Helping Language Minority Students to Read and Write Analytically: The Journey Into, Through and Beyond" (chapter 4 of *With Different Eyes: Insights Into Language Minority Students Across the Disciplines*. Faye Peitzman (ed). Addison-Wesley, 1994)
- "Digital literacy" and "Media literacy" (chaps 12 and 13 from *The English Teacher's Companion*, Jim Burke, Heinemann, 2007)
- California Common Core State Standards (downloadable from http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf)
- English-Language Development Standards for California Public Schools (downloadable <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>)

Assignments and Grading Policy

Three activities will be used to determine your grade for this course:

- 1) a 20-25 minute demonstration lesson on *Romeo and Juliet* (25%) geared to the class described above, presented to your peers in this classroom on Nov 6, Nov 13, Nov 20, Nov 27, and Dec 4. A rubric indicating the grading criteria I will be using to evaluate these demonstration lessons will be emailed to you well before the Nov 6 date of the first of these demonstration lessons.
- 2) a final 15-18 page unit plan (50%), **due by midnight Monday Dec 17**. The 'target class' for this four to five week unit will be the same as that for your demonstration lesson -- a class of mixed-ability 9th graders, one-third of whom are English Language Learners. I prefer these final projects be sent to me electronically at Jonathan.Lovell@sjsu.edu. A rubric indicating the grading criteria I will be using to evaluate these final projects will be emailed to you well before the Dec 17th due date for your final project.
 - --Your unit plan will begin with an introduction describing your 'big idea' for teaching *Romeo and Juliet*, or a work of literature you are presently teaching/about to teach, over the 20-25 lessons that will make up your unit of instruction (approximately 4 pgs)
 - --Your unit plan will next provide an overall "calendar plan" for all 20 to 25 days of your unit (1 pg)
 - --Your unit plan will then include detailed OSPE lesson plans for five sequential days in this unit, at least three of which must be lesson plans which take students "through" the text of your selected work or works, and at least one of these detailed lesson plans must include a PowerPoint presentation to your students (5 pgs)
 - --Your unit will conclude with a discussion of what you learned from our classroom texts, from giving your demonstration lesson and/or from your teaching of ms/hs students, and how you have applied these "lessons learned" to both your overall unit plan and your five sequential lessons (5 pgs)
- 3) a 'process grade' (25%) based on your completion of week by week class assignments and the following two short papers:
 - a) one 3-5 page paper on how you plan to use technology in relation to the middle or high school level classes you are teaching (or will be teaching in the future), based on a workshop by TC Todd Seal and by me (see schedule of sessions), and two chapters from ETC I'll be handing out next week, **due by email at midnight Sat Oct 20**

- b) one 3-5 page paper on the writing program you will be implementing for your four to five week unit, targeted for the mixed ability class of 9th graders specified above and based on your reading of Vicki Spandel's *Creating Writers*; **due by email at midnight Sat Dec 8**

University Policies

Academic integrity

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 José 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.

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.

Course Number / Title, Semester, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/28/12	Introduction and orientation to the course
2	9/4/12	Overhead projector mini-lessons to peers (8 min each)
3	9/11/12	Booktalks (10 min ppt; 10 min interactive work) by peers on: "Sheltered Instruction Across the Disciplines" (chapter 2 of <i>With Different Eyes</i>); "Helping Language Minority Students to Read and Write Analytically: The Journey Into, Through and Beyond" (chapter 4 of <i>With Different Eyes</i>); "What We Know About Collaboration" (chapter 3 of <i>Comprehension & Collaboration: Inquiry Circles in Action</i> . Harvey Daniels and Stephanie Harvey, Heinemann, 2009); <i>Shakespeare Set Free</i> , introductory chapters and section on teaching <i>Romeo and Juliet</i>
4	9/18/12	Booktalks (10 min ppt; 10 min interactive work) by peers on: <i>California Common Core State Standards</i> (for grades 6-12); <i>California ELD Standards</i> (for grades 9-12); <i>Creating Writers Through 6-Trait Writing Assessment and Instruction</i> , selected chapters; <i>What's the Big Idea?</i> selected chapters

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/25/12	<p>Booktalks (10 min ppt; 10 min interactive work) by peers on: <i>Literature Circles: Voice and Choice in Book Clubs and Reading Groups</i>, selected chapters; <i>English Teacher's Companion</i> (selected chapters NOT including chaps 12 & 13); <i>Romeo and Juliet</i> texts (Cambridge Schools Ed. and <i>Shakespeare Made Easy</i> Facing Page Translation); technology in the classroom articles (<i>ETC</i> chaps 12 & 13; ec ning, readwritethink, webenglishteacher websites)</p> <p>(3 booktalk responses on your choice of WDE 2, WDE 4, C&C, SSF -- due by email midnight Sat Sept 29)</p>
6	10/2/12	<p>Workshop by Jonathan Lovell on "Martin Luther and Walt Disney as teachers of reading," focusing on teaching <i>To Kill a Mockingbird</i> to 9th grade mixed-ability students (response to this workshop due by email midnight Friday Oct 5)</p> <p>(3 booktalk responses on your choice of CACCSStans, ELD Stans, CW, & WBI-- due by email midnight Mon Oct 8)</p>
7	10/9/12	<p>Workshop by Todd Seal, Silver Creek HS, East Side Union HSD, on blogging in the classroom (3 booktalk resp's on your choice of LC, ETC, R&J texts, & tech chapters/websites-- due by email midnight Sat Oct 13)</p>
8	10/16/12	<p>Workshop by Writing Project TC Paula Haaser on responding to literature using the hero's journey</p> <p>[3-5 page "tech in the classroom" paper due by email at midnight Sat Oct 20]</p>
9	10/23/12	<p>Workshop by Writing Project TC Beth Nakamura on teaching students to respond to complex texts in general and poetry in particular</p>
10	10/30/12	<p>Workshop by Writing Project TC Nancy Kennett on teaching a long range heritage unit, building students' writing capacities step by step</p>
11	11/6/12	<p>Demonstration lessons that bring 9th grade mixed-ability students "into" <i>R&J</i> (4 lessons, 25 minutes each-- REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)</p>
12	11/13/12	<p>Demonstration lessons that bring 9th grade mixed-ability students "through" Acts I of <i>Romeo & Juliet</i> (4 lessons, 25 minutes each--REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)</p>
13	11/20/12	<p>Demonstration lessons that bring 9th grade mixed ability students "through" Acts II and III of <i>R&J</i> (4 lessons, 25 minutes each--REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)</p>
14	11/27/12	<p>Demonstration lessons that bring 9th grade mixed ability students "through" Acts IV and V <i>R&J</i> (4 lessons, 25 minutes each--REMEMBER TO BRING YOUR R&J SHS MADE EASY texts)</p>
15	12/4/12	<p>Demonstration lessons that bring 9th grade mixed ability students "beyond" <i>R&J</i> (4 lessons, 25 minutes each)</p> <p>[3-5 page paper on the writing component of a 4-5 week unit on R&J or own choice of literary work, due by email at midnight Sat Dec 8]</p>
16	12/11/12	<p>Recent graduates from the SJSU English Credential Program give a panel presentation focusing on "advice from the trenches" and sequences of lessons that have proved effective for mixed-ability learners.</p>
Unit Plan Due	12/17/12	<p>Unit plans due by Monday December 17th at midnight on your four to five week unit on the teaching of <i>Romeo and Juliet</i> or a chosen alternative work of literature (a rubric with details of this assignment and grading criteria will be emailed to you well before this due date)</p>