

**San José State University**  
**School/Department**  
**ENED 353, Methods of Teaching English, Section 01, Fall 2016**

*“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 Room 125
<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>	Monday 2:00PM-4:00PM, Tuesday 2:00PM-3:30PM, and by appointment.
<b>Class Days/Time:</b>	Tuesday, 4:00PM-6:45PM
<b>Classroom:</b>	Sweeney Hall 212
<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 Emerging 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 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.

### **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**

*To Kill A Mockingbird*. Harper Lee. (any edition)  
*House on Mango Street* (any edition)

- Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* [Fourth Edition]. Portsmouth, NH: Heinemann.
- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN: 9780325009803
- Warner, M.L. & Lovell, J.H. (2014). *Teaching writing grades 7-12 in an era of assessment*. Saddle, NJ: Pearson. ISBN: 9780133136357

#### **Other 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/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/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:**

I've recommended 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.

- Milner, J.O. Milner, L.F. & Mitchell, J.F. (2011). *Bridging English* [Fifth Edition]. Pearson. ISBN: 9780132486095
- Morrell, E. & Scherff, L. (Eds.) (2015). *New directions in teaching English: Reimagining teaching, teacher education, and research*. Lanham, MD: Rowman & Littlefield. ISBN: 9781610486767
- Wiggins, G. & McTighe, J. (2005). *Understanding by design* [Second Edition]. Saddle, NJ: Pearson. ISBN: 9780131950849
- Wiggins, G. & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. ISBN: 9781416611493

## **Other technology requirements / equipment / material**

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](#) 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. Group unit plans should be done on [Canvas under collaborations for ENED 353](#): <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).

### **Inquiry (25% of your grade)**

Comprised of participation in an online, ongoing inquiry group culminating in a reflective piece. Throughout the course we will process, reflect on, and refine our ideas about what it means to teach English in the 21st century through online inquiry groups. We will post our thoughts through on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com> and then respond to one another in writing. At times, I will provide a list of possible readings to spark your thinking, and at times you will turn to your own texts for inspiration--perhaps a moment in your student teaching classroom, a discussion or reading in another course, or maybe even a line in a syllabus that calls into question the very definition of a 'text' ...These inquiry groups are meant to function as a space for us to locate some of our own personal interests in the field of English education; begin seeking out resources within the field

that might address those interests; engage in conversation with our colleagues around those interests; and to track the evolution of our individual and collective thinking.

### **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. Late finals will not be accepted.

### **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, Fall 2016, Course Schedule

*Below is a table with the weekly agenda for the semester. This is subject to change with fair notice. Notification of changes will be made via email or in class. Please make sure that your email on Canvas is your preferred email.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/30/2016	<p><i>What does it mean to teach English in the 21<sup>st</sup> century?</i> [CLO: 1, 2, 5] Introduction to the course</p> <p><b>Assignments:</b> For the next class have the following completed: Read: Introduction to <i>UbD &amp; House on Mango Street</i> Inquiry Groups: Write Post #1. Drawing from class discussions and readings, answer the following question: <i>What are the challenges and opportunities for teachers of English in 21<sup>st</sup> century schools?</i></p>
2	9/6/2016	<p><b>DUE: Inquiry Group Post #1</b> Introduction to <i>UbD</i> Socratic Circle #1 on <i>House on Mango Street</i> Formation of groups for <i>Group Unit Project</i></p> <p><b>Assignments:</b> For the next class have the following completed: Inquiry Groups: Write post #1 response (respond to at least two of your colleagues' posts in your inquiry group) Read: Applebee "Curriculum as Conversation – Chapter 5"; TKMB Part One; UbD, Traver's "What is a good guiding question?"; Burke: Ch 2 p. 34 Figure 2.8 and Ch. 5 pp.163-172</p>
3	9/13/2016	<p><b>DUE: Inquiry Groups: Post #1 Responses</b> <i>What's the big idea?</i> Create preliminary essential questions and enduring understandings, introduce six facets of understanding, continue brainstorming Unpacking the Pre Sig. and Signature Assignments</p> <p><b>Assignments:</b> For the next class have the following completed: Read: TKMB Part Two &amp; selection from Burke: Chp 5, pp. 177-183</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/20/2016	<p><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. Socratic circle #2 on <u>TKMB</u></p> <p><b>Assignments:</b> For the next class have the following completed: Inquiry Group: Post #2 Read: Burke, Chapter 10 (for Inquiry Post #2) and selection from Smagorinsky</p>
5	9/27/2016	<p><b>DUE: Inquiry Group Post #2.</b></p> <p><i>How might we launch these conversations? The hook.</i> Focus on learning plan, lesson plan workshop</p> <p><b>Assignments:</b> For the next class have the following completed: Review CTPEs; CCSS; and selected passages from course texts assigned in class.</p>
6	10/4/2016	<p><b>DUE: Inquiry Group Post #2 Response</b></p> <p><i>How might we align our instruction?</i> Work time, focus on alignment.</p> <p><b>Assignments:</b> For the next class have the following completed: Read: Lecture Me; Schools for Wisdom; Select passages from course texts</p>
7	10/11/2016	<p><i>State standards: how do these affect our curriculum design and teaching and learning?</i> Discussion of Standards in relation to developing plans.</p> <ul style="list-style-type: none"> <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>
8	10/18/2016	<p><b>DUE: Group Unit Project</b></p> <p><i>How can we uncover the values embedded in curriculum design approaches?</i> Lesson plan “teasers,” share out reflections on UbD, introduce conceptual design.</p> <p>Introduction to Individual Design Project</p> <p><b>Assignments:</b> For the next class have the following completed: Inquiry Group Post #3</p>
9	10/25/2016	<p><b>DUE: Inquiry Group Post #3</b></p> <p><i>How can we expand our repertoire of approaches to curriculum design?</i></p> <p><b>Assignments:</b> For the next class have the following completed. Read: Brown, Gordon, &amp; Sawch</p>
10	11/1/2016	<p><b>DUE: Response to Inquiry Group Post #3</b></p> <p><i>How do we differentiate instruction?</i></p> <p><b>Assignments:</b> For the next class have the following completed: Read: Tomlinson: “How to Differentiate Instruction in Mixed-Ability Classrooms”</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	11/8/2016	<p><i>What does it really mean to assess?</i></p> <p><b>Assignments:</b> For the next class have the following completed:            Inquiry Group Post #4            Readings assigned in class.</p>
12	11/15/2016	<p>DUE: Inquiry Group Post #4</p> <p><i>Technology in the classroom: how does this impact our design?</i></p> <p><b>Assignments:</b> For the next class have the following completed:            Response to Inquiry Group Post #4            Readings assigned in class.</p>
13	11/22/2016	<p><b>DUE: Response to Inquiry Group Post #4</b></p> <p><i>Some other factors: how do we foster a classroom culture aligned with our beliefs about what it means to teach English?</i></p> <p>Introduction to Inquiry Reflection</p> <p><b>Assignments:</b> For the next class have the following completed:            Complete individual designs            Read: Multimodal Composing Excerpt: Sewell &amp; Denton, "Multimodal Literacies in the Secondary English Classroom"</p>
14	11/29/2016	<b>DUE: Individual Designs &amp; Final Presentation of Individual Designs</b>
15	12/6/2016	<b>DUE: Inquiry Reflection DUE &amp; Final Presentation of Individual Designs (continued)</b>
16	12/13/2016	<p><b>Final Projects Due</b></p> <p><b>Final Presentations Part 1 in Sweeney 213, 4:00pm-6:45pm</b></p>
Final Exam	12/20/2016	<p><b>Final Presentations Part 2 in Sweeney 213, 4:00pm-6:45pm</b></p> <p>Potluck☺</p>