

San José State University
School/Department
ENED 353, Methods of Teaching English, Section 01, Fall 2017

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." ~Paulo Freire

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

*"To study is not to consume ideas, but to create and re-create them."
- Paulo Freire*

*"Until the lions have the letters, the jungle will forever glorify the hunter."
African Proverb*

Course and Contact Information

Instructor: Dr. Jen Johnson
Office Location: Faculty Offices Room 216
Telephone: (408) 924-4473
Email: Jennifer.K.Johnson@sjsu.edu
Office Hours: Monday 11:00AM-12:00PM, 1:00PM-3:30PM; Tuesday 11:00AM-12:00PM, 1:00PM-3:00PM and by appointment.
<https://drjenjohnson.youcanbook.me>

Class Days/Time: Tuesday, 4:00PM-6:45PM
Classroom: Sweeney Hall 238

Prerequisites: To enroll you must secure approval from Dr. Jen Johnson.

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 Teacher Education Department 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 (7-12th 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

These texts may be purchased online or through the campus bookstore. There are a couple books available in ebook format through the MLK library.

Books

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

NCTE Student Membership @ \$25 (for one year)

Novel – Reader’s Choice

Everyone should select a few novels that they can work with when thinking about their unit plans. Some suggestions:

- Cisneros, S. (2013). *The house on Mango Street*. New York, NY: Vintage. ISBN: 9780345807199
- Coates, T. (2015). *Between the World and Me*. New York, NY: Spiegel & Grau.
- Doctorow, C. (2008). *Little Brother*. New York, NY: Tom Doherty Associates, LLC. ISBN: 9780765323118
- Orwell, G. 1984 [ebook available through MLK Library]

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/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](https://sjsu.instructure.com/courses/1208557/files) 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.

- 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

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. 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.

Course Requirements and Assignments

Course Texts, Discussions and Activities (15%).

1. 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.
2. Self-Care Journal (will be discussed in class)

Annotated Bibliographies (20%)

During the class, we will be discussing many different theories, practices, and writing genres associated with studying in graduate school. One of the most important writing

genres for scholars of teaching and learning is the annotated bibliography, which can be used for articles, proposals, theses, as well as certification examinations. For this class you will need to write annotated bibliographies for eight sources. At least four sources must come from class readings and four can come from sources pertinent to the field of English education. The bibliographies can be submitted via Canvas. This genre will be discussed more in class.

Anchored Discussions (15%) Students are required to work in teams to design 45-minute 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 the 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.

Curriculum design, aka, the TEd Signature Assignment (50% of your grade). There are two parts to this assignment. Part one is a proposal for your unit with a rough sketch of your ideas (additional details will be discussed in class). The second part is a TEd requirement. You will design a six to seven week unit plan using either Understanding by Design (UbD) or Smagorinsky's conceptual units as a model for organization, planning, and assessment. The rubric is on Canvas and additional details will be discussed in class.

Grading

The assignments below specify how grades are assessed and assigned. For additional details, see Canvas items listed in the modules for each week under "Grading Contract."

*Please note: Students receiving lower than a B for the course will have to retake Methods. This is a TEd requirement.

Curriculum Design/TeD Signature Assignment: 50%
Annotated Bibliographies: 15%
Course Texts & Activities (aka Prepared Participation): 15%
Anchored Discussions: 20%

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 & Topic	Texts	Activities	Assignments Due
1 8/29/17 <i>What are the challenges and opportunities for teachers of English in 2017?</i>	Syllabus English Journal	Writing for Full Presence (WFFP) Course overview & introductions Notes on texts (Dr. J will show how in class. (Example can be found on “Teaching Writing Chapter 1” on Canvas)	
2 9/5/17 Introduction to Curriculum Design	Freire (Chapter 2 from <i>Pedagogy of the Oppressed</i>) UbD Module A & B	Writing for Full Presence (WFFP) Workshopping texts	Sign up for Anchored Discussions

Week & Topic	Texts	Activities	Assignments Due
	Smagorinsky: Preface; About this Book; Chapters 1-3 DemocracyNow! Headlines & One Mass Media News Source		
9/09/2017	San José Area Writing Project Saturday Seminar #1		
3 9/12/17 <i>What's the big idea?</i>	Traver's "What is a good guiding question" UBD Modules C-D Smagorinsky Chapters 4 & 8 DemocracyNow! Headlines & One Mass Media News Source <i>Recommended Texts:</i> Burke: Chapter 2	WFFP Exploring conceptual units & big ideas.	
4 9/19/17 <i>Considering the end at the beginning: where are we going and why?</i>	Applebee "Curriculum as Conversation" Smagorinsky Chapter 9 UBD Modules E-F DemocracyNow! Headlines & One Mass Media News Source	WFFP Six Facets of Understanding	Anchored Discussion Leader(s):
5 9/26/17 Your Unit rationale & Outlining Unit	Smagorinsky Chapters 10, 11 & 14 (chapter 14 should be kept as a handy resource throughout the semester) <i>Critical Media Pedagogy</i> Intro	WFFP	DUE: Annotated Bibliography (first four annotations) Anchored Discussion Leader(s):
9/30/2017	San José Area Writing Project Saturday Seminar #2		

Week & Topic	Texts	Activities	Assignments Due
6 10/3/17 Context for teaching and hook lessons.	Smagorinsky Chapters 12-13 <i>Critical Media Pedagogy</i> chapter 4 DemocracyNow! Headlines & One Mass Media New Source	WFFP Creating your context for teaching (Cal TPA) Design a hook lesson around your novel of choice	Anchored Discussion Leaders:
7 10/10/2016 <i>How might we align our instruction? State standards: how do these affect our curriculum design and teaching and learning?</i>	California Common Core State Standards Eastside Unified School District Curriculum [Canvas] <i>Teaching Writing</i> chapters 1-4 Smagorinsky chapter 5 DemocracyNow! Headlines & One Mass Media New Source Recommended: <i>Burke (4th Edition)</i> (chapters 1, 3-5)	CTPEs [Canvas] COE Rubric for Signature Assignment In-Class grading of sample Signature Assignment	Anchored Discussion Leaders:
8 10/17/17 <i>How can we expand our repertoire of approaches to curriculum design?</i>	Smagorinsky Chapters 6 & 7 <i>Teaching Writing 6</i> YPAR readings [Canvas] Schools for Wisdom Multigenre Research excerpts DemocracyNow! Headlines & One Mass Media News Source	WFFP Signature Assignment Proposal Workshopping	DUE: Signature Assignment Proposal Anchored Discussion Leaders:

Week & Topic	Texts	Activities	Assignments Due
10/21/2017 San José Area Writing Project Saturday Seminar #3			
<p>9 10/24/2017</p> <p><i>How do we differentiate instruction?</i></p>	<p><i>Teaching Writing Chapter 5 & 7</i></p> <p>Moll, L., Amanti, C. Neff, D. & Gonzalez, N. (Spring 1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory Into Practice</i>, 31(2), 132-141.</p> <p>Anzuldúa (chapter 1)</p> <p>“A Culturally Based Cognitive Apprenticeship: Teaching African American High School Students Skills in Literary Interpretation” (Carol Lee)</p> <p>DemocracyNow! Headlines & One Mass Media News Source</p>	<p>WFFP</p> <p>Universal design, debate, and other differentiations.</p>	<p>Anchored Discussion Leaders:</p>
<p>10 10/31/2017</p> <p>Critical Media Literacy</p>	<p><i>Critical Media Literacy Chapter 2, 5, & 6</i></p> <p>DemocracyNow! Headlines & One Mass Media News Source</p>	<p>WFFP</p> <p>Activity Development Workshopping</p>	<p>Anchored Discussion Leaders:</p>
11/04/2017 San José Area Writing Project Saturday Seminar #4			
<p>11 11/07/17</p> <p>Special Topics</p>	<p>Imagining a Language of Solidarity for Black and Latinx Youth in English Language Arts Classrooms (Danny Martinez)</p> <p>Developing a sociocritical literacy in the third space. (Gutiérrez)</p>	<p>WFFP</p> <p>Signature Assignment Workshopping</p>	<p>Due: Signature Assignment Update/Draft (bring two copies to class to workshop and submit a hard copy to Dr. J)</p>

Week & Topic	Texts	Activities	Assignments Due
	<p>DemocracyNow! Headlines & One Mass Media News Source</p> <p>Peer-review of Draft Signature Assignments</p>		
<p>12 11/14/17</p> <p><i>Technology in the classroom: how does this impact our design?</i></p>	<p>“A Situated Sociocultural Approach to Literacy and Technology” (James P. Gee)</p> <p>Multimodal Composing Excerpt: Sewell & Denton, "Multimodal Literacies in the Secondary English Classroom"</p> <p>DemocracyNow! Headlines & One Mass Media News Source</p> <p>Work time on Signature Assignment</p>	<p>WFFP</p> <p>Tech workshopping</p>	<p>Anchored Discussion Leaders:</p>
<p>13 11/21/17</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>Duncan-Andrade, J. (2007). “Gangstas, wankstas, and ridas: Defining, developing, and supporting effective teachers in urban schools.” International Journal of Qualitative Studies in Education, 20(6), 617–638.</p> <p>DemocracyNow! Headlines & One Mass Media News Source</p> <p>Work time on Signature Assignment</p>	<p>WFFP</p> <p>Roundtable</p>	

Week & Topic	Texts	Activities	Assignments Due
14 11/28/17 <i>Critical Hope</i>	Duncan-Andrade, J.M.R. (2009). "Note to educators: Hope required when growing roses in concrete." <i>Harvard Educational Review</i>, 79(2), 181-194. The Pain and the Wounds: A Call for Critical Race English Education in the Wake of Racial Violence (EE) DemocracyNow! Headlines & One Mass Media News Source Peer-review of Signature Assignments	WFFP	DUE: Annotated Bibliographies (All 8 annotations)
SSCP Workshops (not required just FYI) 11/30/2017 4pm-6:30pm	4:00pm-4:45pm: Fall '17 Credential Completers Info Session" (mini workshop on applying for Preliminary Credential). 4:45pm-6:30pm: Job Search workshop Location is to be determined.		
15 12/5/17		Final Presentations Part 1 in Sweeney 238, 4:00pm-6:45pm Potluck☺	DUE: Signature Assignment
16 12/19/17		Final Presentations Part 2 in Sweeney 238, 5:15pm-7:30pm Potluck☺	

Class Presentations/Signature Assignment Roundtable Sign-Up Sheet

Please sign up for one 6 minute slot. The purpose of these roundtable presentations is to share your work with your colleagues. You may use digital technology to present your work, but this is not a requirement. If you do not use technology, please provide your colleagues with a take-away (i.e. a cool activity that you use or a formal one-page synopsis of your unit). I also encourage you to share your Signature Assignments in full with your colleagues via the shared Google Drive folder: "Public Signature Assignment Database." If you choose to do the latter, please upload a COPY of your Signature Assignment to that Drive folder.