

San José State University

Department of English & Comparative Literature ENED 353, Methods of Teaching English, Section 01, Fall, 2018

Course and Contact Information

Instructor:	Dr. Jennifer K. Johnson
Office Location:	Faculty Offices (FOB) Room 216
Telephone:	(408) 924-4473
Email:	Jennifer.k.johnson@sjsu.edu
Office Hours:	Tuesday 1-3pm; Wednesday 1-4pm
Class Days/Time:	Tuesday, 4:00PM-6:45PM
Classroom:	Sweeney Hall 444
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> 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:

- 1. assigned readings, discussions, oral presentations, 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;*
- 2. collaboration and demonstration practices both individually and with your classmates; and*
- 3. completion of unit and lesson plans, including a pre-signature assignment (group unit) and the COE required Signature Assignment*

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will:

- 1. be familiar with an array of classroom practices to use to teach secondary English;*
- 2. be able to select/use a variety of formative assessment practices in a secondary English class;*
- 3. be able to demonstrate competence in lesson and unit planning;*
- 4. have increased awareness regarding the importance and support of students' language and learning needs (7-12th grade levels);*

5. *become skillful at reflecting critically on teaching practices on enacted lesson components, Lesson Plans, and Unit Plans;*
6. *have developed skills for providing formative feedback and assessment; and*
7. *have experienced a variety of strategies for and the importance of class discussion and class debriefing in the English classroom.*

Required Texts/Readings

Books

- Carlos, J. and Zirin, D. (2013). *The John Carlos Story*. Chicago, IL: Haymarket Books. ISBN: 978-1-60846-224-7
- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN: 9780325009803
- Wiggins, G. & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. ISBN: 9781416611493

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 that includes the use of John Carlos' memoir. 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 one 20-minute mini-lesson that anchors our class discussion. The goal is two-fold: (1) to help us engage with course topics, 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 detailed lesson plan that includes 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 that are shared not only with me, but everyone in the class so we can continue to deepen our understandings around curriculum design and lesson planning. 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).

SJSU's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ENED 353 Credit Hour Requirement

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement: field experience in a secondary school English classroom in which ENED 353 students will get practical experience by applying course theories and empirical research around the teaching of English in secondary schools.

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

We ek	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
1	8/21	<p><i>What does it mean to teach English in the 21st century?</i> [CLO: 1, 2, 5]</p> <p>Introduction to the course Canvas & Logistics Focus Groups for differentiation Annotated Bibliographies ELA/ELD FW Templates Professional Learning Communities (NCTE) + Assignment What semester are you in? What are your desired goals and outcomes? Confidence in subject matter competency?</p> <p>Assignments:</p> <ul style="list-style-type: none"> - 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. - Write a 2 page post for participation by Sunday at 6pm. Post on Canvas under Discussions: Drawing from your experiences in taking or teaching English Language Arts and living on the planet, please answer the following questions: (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 21st 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. 	

We ek	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
		Assign: Context for Learning	
2	9/04	<p><i>Cultivating Powerful Englishes as a Practice of Freedom</i></p> <p>Freire Chapter 3 & John Carlos Memoir</p> <p>Formation of groups for <i>Group Unit Project</i></p> <p>Assign: Group Unit Project</p>	
3	9/11	<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>Texts: Applebee "Curriculum as Conversation – Chapter 5"; Traver's "What is a good guiding question"; UBD Modules A & B</p> <p>DUE: Context for Learning</p>	
4	9/18	<p><i>Considering the end at the beginning: where are we going and why?</i></p> <p>Focus on assessment including the creation of summative and formative assessments and establishing criteria for assessment.</p> <p>Smagorinsky: Preface; About this Book; Chapters 1-3</p>	
5	9/25	<p><i>How might we launch these conversations? The hook.</i> Focus on learning plan, lesson plan workshop</p> <p>Texts: Moll, Gonzalez & Neff "Funds of Knowledge" (Canvas) Smagorinsky Chp 4 & 8 UBD Modules C-D</p>	
6	10/2	<p><i>How might we align our instruction?</i> Work time, focus on alignment.</p> <p>Texts: Smagorinsky Chapter 9 & UBD Modules E-F</p>	
7	10/9	<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> <p>Texts: Appleman, D. <i>Critical Encounters in High School English</i></p>	
8	10/16	<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>	No mini-lesson: Mike Tinoco, Guest Speaker to give feedback on Group Units and address

We ek	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
		DUE: Group Unit Project & Presentations Introduction to Individual Design Project/Signature Assignment Texts: Sample Signature Assignments & COE Rubric on Canvas	the question: <i>How can we uncover the values embedded in curriculum design approaches?</i>
9	10/23	<i>How can we expand our repertoire of approaches to curriculum design?</i> DUE: Signature Assignment Proposal Texts: Smagorinsky Chapters 10, 11 & 14 (chapter 14 should be kept as a handy resource throughout the semester)	
10	10/30	<i>What does it really mean to assess?</i> Scoring Guides vs. Rubric vs. Grading Contract Smagorinsky chapter 5; <i>Elbow's Grading Contract</i> ;	
12	11/06	Technology in the classroom: How does this impact our design? Critical Media Literacy & New Literacies Studies & Introduction to Reflection	
13	11/13	Due: Signature Assignment Draft 1 Workshopping Signature Assignment	
14	11/20	Due: Signature Assignment Draft 2 <i>Workshopping Signature Assignment</i>	
	11/26	CalTPA Cycle 1 Due (only for those completing Cycle 1 of their TPA) Note: This is ONLY for those in Phase 1 of student teaching who are completing Cycle 1 of their Teacher Performance Assessment (TPA) in Fall 2018. For those completing Cycle 1, first upload your completed TPA to EdThen. You'll then have three days, until 11/29, to upload your work to the Pearson site.	
15	11/27	Signature Assignment Due (Reflection and Self-Assessment are Due 12/14)	
15	12/11	Study/Conference Day (no class)	
Final Exam	12/18	Final Presentations & Signature Assignment Reflections & Self-Assessment Due in Sweeney 444, 5pm-7:30pm With Potluck☺	