

# San José State University

## Department of English & Comparative Literature ENED 353, Methods of Teaching English, Section 01, Spring, 2019

### Course and Contact Information

<b>Instructor:</b>	Dr. Jennifer K. Johnson
<b>Office Location:</b>	Faculty Offices (FOB) Room 216
<b>Telephone:</b>	(408) 924-4473
<b>Email:</b>	Jennifer.k.johnson@sjsu.edu
<b>Office Hours:</b>	Tuesday 1:00PM-3:00PM; Wednesday 1:00PM-4:00PM; and by appointment
<b>Class Days/Time:</b>	Tuesday 4:00PM-6:45PM
<b>Classroom:</b>	Sweeney Hall 435
<b>Prerequisites:</b>	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 (7-12<sup>th</sup> 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**

### **Required Books**

- Wiggins, G. & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. ISBN: 9781416611493
- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN: 9780325009803

### **Recommended Books:**

- Burke, J. (2012). *The English Teachers Companion, Fourth Edition: A Completely New Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Heinemann. ISBN: 9780325028408
- Warner, M. & Lovell, J. (2013). *Teaching Writing Grades 7-12 in an Era of Assessment: Passion and Practice*. Pearson. 9780133136357

## **Course Requirements and Assignments**

### **Participation and all smaller assignments completed thoughtfully and on time (15% 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.

### **Annotated Bibliographies (15% of your grade)**

These should be used to help you write your unit plan rationales. During the class we will be discussing many different theories, practices, and writing genres associated with teaching English. One of the most important writing genres for scholars of teaching and learning is the annotated bibliography, which can be used for writing unit plan rationales, articles, proposals, theses, as well as certification examinations. For this class you will need to write annotated bibliographies for six sources. At least four sources must come from class readings and two 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.

### **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. Groups will use Smagorinsky for additional content. Group unit plans should be done on [Canvas](#). 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 (20%)**

Students are required to design one 15-minute mini-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 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. Mini-lessons must have lesson plans. 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.

### **Grading Information**

The assignments below specify how grades are assessed and assigned.

Curriculum design: 50%

Mini-Lessons: 20%

Participation: 15%

Annotated Bibliographies: 15%

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 2019, 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

Week	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
1	1/29	<i>What does it mean to teach English in the 21<sup>st</sup> century?</i> [CLO: 1, 2, 5] Introduction to the course Canvas & Logistics	
2	2/05	<i>Cultivating Powerful Englishes as a Practice of Freedom</i>  Freire Chapter 3  Formation of groups for <i>Group Unit Project</i>  Assign: Group Unit Project	
3	2/12	<i>What's the big idea?</i>  Create preliminary essential questions and enduring understandings, introduce six facets of understanding, continue brainstorming.  <b>Texts:</b> Applebee "Curriculum as Conversation – Chapter 5"; Traver's "What is a good guiding question"; UBD Modules A & B  <b>DUE: Context for Learning</b>	
4	2/19	<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.  Smagorinsky: Preface; About this Book; Chapters 1-3	
5	2/26	<i>How might we launch these conversations? The hook.</i> Focus on learning plan, lesson plan workshop  <b>Texts:</b> Moll, Gonzalez & Neff "Funds of Knowledge" (Canvas) Smagorinsky Chp 4 & 8 UBD Modules C-D	
6	3/05	<i>How might we align our instruction?</i> Work time, focus on alignment.  <b>Texts:</b> Smagorinsky Chapter 9 & UBD Modules E-F	

Week	Date	Topics, Readings, Assignments, Deadlines	Mini-Lesson Teachers
7	3/12	<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><b>Texts:</b> Appleman, D. <i>Critical Encounters in High School English</i>  <b>DUE: Annotated Bibliographies (first three)</b></p>	
8	3/19	<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><b>DUE: Group Unit Project &amp; Presentations</b>  Introduction to Individual Design Project/Signature Assignment  Texts: Sample Signature Assignments &amp; COE Rubric on Canvas</p>	No mini-lesson: Mike Tinoco, Guest Speaker to give feedback on Group Units and address the question: <i>How can we uncover the values embedded in curriculum design approaches?</i>
9	3/26	<p><i>How can we expand our repertoire of approaches to curriculum design?</i></p> <p><b>DUE: Signature Assignment Proposal</b>  Texts: Smagorinsky Chapters 10, 11 &amp; 14 (chapter 14 should be kept as a handy resource throughout the semester)</p>	
	4/2	<i>SPRING BREAK—NO CLASS</i>	
10	4/09	<p style="text-align: center;"><i>What does it really mean to assess?</i></p> <p style="text-align: center;">Smagorinsky chapter 5; <i>Elbow’s Grading Contract</i>;</p>	
11	4/16	Technology in the classroom: How does this impact our design? Critical Media Literacy & New Literacies Studies & Introduction to Reflection	
12	4/23	<b>Due: Signature Assignment Draft 1</b> Workshopping Signature Assignment	
13	4/30	<b>DUE: Annotated Bibliographies (all six)</b>	
14	05/07	<b>Signature Assignment Due (Reflection and Self-Assessment are Due 5/21)</b>	
	05/14	Study/Conference Day (no class)	
Final Exam	05/21	<b>Final Presentations &amp; Signature Assignment Reflections &amp; Self-Assessment Due in Sweeney 435, 5pm-7:30pm</b> With Potluck☺	