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San José State University
Department of English & Comparative Literature
ENED 353, Methods of Teaching English, Section 01, Spring, 2020

Course and Contact Information

Instructor:	Prof. Meghan Gorman-DaRif
Office Location:	Faculty Offices Building (FOB), 216
Telephone:	408-924-4425
Email:	meghan.gorman-darif@sjsu.edu
Office Hours:	Thursdays, 3:00-5:00 and by appointment
Class Days/Time:	Tuesdays, 4:00-6:45
Classroom:	Sweeney Hall, 435
Prerequisites:	Permission from Instructor

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](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu>. to learn of any updates.

Course Description

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

Upon successful completion of this course, students will be able to:

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

Recommended Further Reading

- Alim, H.Samy, and Django Paris. (2017) *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York: Teachers College Press. Online access available through King Library
- Bomer, Randy. (2011). *Building Adolescent Literacy in Today's English Classroom*. Portsmouth, NH: Heinemann.
- Love, Bettina. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Boston, MA: Beacon Press
- Smagorinsky, P., et al. (2010) *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School*. Portsmouth, NH: Heinemann. ISBN: 9780325011936
- Valenzuela, Angela. (1999) *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: State University of New York Press. Online access available through King Library

Course Requirements and Assignments

Blog posts: (weekly) (15%)

You will be asked to contribute to the course blog at least once a week. Your contributions will include both an original post (400 words) and a response to a classmate's post (50-100 words). Original posts are due Monday at midnight; responses are due Thursday by midnight. Blogs should center on the course readings for that upcoming week, focusing what stood out to you about the texts, either delving deeply into one, or synthesizing readings to respond to a shared theme or thread between them all. The audience for this will be your peers - educated readers familiar with the text – therefore the goal is not to summarize, but to briefly note which section or idea from the text you are responding to and try to be clear and specific in your reflection. Possible ideas for blog posts could include responding to the following:

- how might you apply a concept that stood out to you in the classroom?
- In what way or ways did the readings or a section of the reading seem relevant to challenges you have faced or experiences you have had in your classroom?
- something you found surprising in the text that challenged your assumptions or made you reconsider possible ways of approaching teaching, students, and/or curriculum.
- questions you have in relation to the readings with an explanation of what remains confusing and why given what you know about teaching, and/or the classroom
- outside research that helps elucidate the texts if you were compelled to learn more about one of the introduced concepts, etc.
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These posts are designed for you to be able to critically reflect on your developing understanding of curriculum and instruction as well as your own identity and philosophy as an educator, and will additionally provide an important archive for completing your final teacher identity reflection at the end of the course.

Literacy Timeline and Autobiography Reflection (5%)

In this project you will explore your unique history as a reader and writer. Reflect on experiences you've had throughout your life – both in school and out of school, both positive and negative – that you believe have had a significant impact on your identity as a reader and writer. There will be class time to begin the project and briefly describe these experiences, reflecting on how each has influenced you. While it could be difficult to pick and choose memories, once you get started please be discerning in your selection, limiting the overall length to around 10 memories at most. Finally, write a reflection on your timeline and how you see your experiences and identity as a reader and writer influencing your identity as a teacher of English. In the reflection please include some attempt at answering the following questions: How does or will your history influence your teaching? What kinds of reading and writing experiences do you intend to provide for your students? How have the particularities of your own literacy history influenced the way you view the ELA classroom and your place in it? How might you engage with students with different educational experiences, backgrounds, or preferences? While there is no limit on word or page count, I expect you would need around 1,000-1500 words to be able to capture your history and its influence on your teaching.

Mini-Lesson (in pairs) (5%)

You will each be paired up with a fellow student and will be asked to select a date on which to design a 30 minute mini-lesson to 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 plans. That is, students in charge of the mini-lesson will first gloss the main points of the reading, synthesizing key ideas, and then come up 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. Creativity is strongly encouraged.

Curriculum Design (50%)

There are two parts to this assignment. Part one (Group Unit Plan) is a four-week unit plan you will develop as a group around a text of choice, but one that is commonly taught in secondary English courses. Groups will use Understanding by Design (UbD) as a model for organization, planning, and assessment. The second part of the assignment is an individual conceptual unit plan around content of choice. Breakdown of weights and discrete assignments is below:

Group Unit Plan (20%)

Individual Unit Plan (30%)

Teaching Statement Reflection (10%)

Another one of the culminating activities for this course will be to review your initial Literacy Timeline and Autobiography as well as each of your blog posts in order to reflect on how your beliefs, assumptions, methods and goals, along with your reading of theory and experiences in our course come together in a connected and coherent way, and how they may have changed or evolved over the course of the semester. You may choose to reflect on the following: What do you believe about learning, especially the learning that takes place in complex ELA classrooms? Why is teaching important to you? What types of experiences do you want your students to have? What kind of place do you want your classroom to be? There is no set limit, but I would predict you would need around 1500 words to have space to think through these questions and to trace the development of and reasons behind your stance on pedagogy and your identity as a teacher.

SJSU's Credit Hour Requirement and 4th Unit Enhancement

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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 course enhancement:

Action Research Annotated Bibliography and Presentation (15%)

Action research describes research that is undertaken by the person who intends to act in order to better understand and therefore improve and refine their intended actions. In this case, we will take teaching English to be our action, and each of you will select an action research topic you would like to follow up on individually, creating an annotated bibliography of at least 8 sources, one of which should be a book, and presenting your findings to the class as a whole. Possible topics include any element of teaching practice or aspect of student learning that you are interested in, including effective instructional practices for English Language Learners; effective uses of technology in the classroom; how to teach grammar and syntax to improve student writing; culturally-sustaining pedagogy; pedagogical approaches to teaching a specific genre or text, etc. This is an opportunity for you to delve deeply into one element of your teaching that you are interested in or that you want to improve upon, and through the presentations, and sharing of annotated bibliographies, we will create a course archive of excellent sources for professional development.

Grading Information

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Grade Breakdown:

Blog Posts on Readings (weekly) (10%)	CLO 1, 4, 5, 7
Reader/Writer Autobiography (5%)	CLO 5
Action Research Annotated Bibliography and Presentation (15%)	CLO 1, 4, 7
Mini-lesson (in pairs) (5%)	CLO 1, 2, 3, 4, 5, 7
Group Unit Plan and Presentation (20%)	CLO 1, 2, 3, 5, 6
Individual Unit Plan (30%)	CLO 1, 2, 3, 6
Teaching Statement Reflection (10%)	CLO 4, 5

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

Classroom Protocol

Accessibility: Universal design is an accessibility principle by which expanding access to a space (like a classroom) or a conversation (like a curriculum) benefits everyone. I aim for universal design in my courses, and at the same time, I assume that each student learns differently. If you are facing a barrier to access in my class, I invite (and encourage!) you to talk with me about it in my office hours or by e-mail. In addition, the university and San Jose community offer many kinds of support services

- **Accessible Education Center** is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
 - **Accessible Software and Training** is available online at the following linked website, (<http://www.sjsu.edu/aec/current-students/center-for-accessible-technology/accessible-software-and-training/index.html>)
 - **Deaf and Hard of Hearing Services** is available online at the following linked website (<http://www.sjsu.edu/aec/current-students/deaf-and-hard-of-hearing-services/index.html>)
- **Gender Equity Center** is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com
- **MOSAIC Cross Cultural Center** is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu
- **Pride Center** is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.
- **Student Counseling and Psychological Services** is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
 - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/Off-Campus_Assistance/Community_Resources/index.html - alcohol
- **The Office of Student and Faculty Success** is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:
 - **#FinishIn4** (<http://www.sjsu.edu/californiapromise/>)
 - **Project Succeed** (<http://www.sjsu.edu/projectsucceed/>)
 - **Academic Advising and Retention Services** (<http://www.sjsu.edu/aars/>)
 - **CommUniverCity** (<http://cucsj.org/>)
 - **E-Campus** (<http://www.sjsu.edu/ecampus/>)
 - **Peer Connections** (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services
 - **Student-Athlete Success Services** (<https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academic-services-html.aspx>) offers academic and study skills services for student athletes
 - **Office of Supported Instruction** (<http://www.sjsu.edu/supportedinstruction/index.html>) offers

courses in Math and Writing to first year students for college success.

- **TRIO ASPIRE Program** (<http://www.sjsu.edu/aspire/index.html>) offers support services to students from underrepresented groups.
- **Student Health Center** is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782
- **San José State Writing Center** is online at <http://www.sjsu.edu/writingcenter/> and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.

Late Work: Unless arrangements have been made well ahead of time (at least 2 days prior to due date), late work will be penalized by a grade reduction of 10% per day and will not be accepted after a week.

Scholastic Honesty: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the appropriate Dean's office on campus.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

ENED 353: Methods of Teaching English, Spring 2020, 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, or in class. Please make sure that your email on Canvas is your preferred email.

Course Schedule

	Class Activities	Homework	
1/28	<p>Literacy/Literacies in the ELA Classroom</p> <ul style="list-style-type: none"> - Introductions/Multiple Englishes Activity/Survey - Syllabus Review; Autobiography Assignment 	<p>* Valenzuela, Angela Chapter 1: Introduction to <i>Subtractive Schooling</i> (Canvas) Gloria Ladson-Billings, “Culturally Relevant Pedagogy 2.0: aka the Remix” (Canvas)</p> <p>Recommended for teachers not yet in a classroom: Burke Chapters 1-3</p> <p style="background-color: yellow;">Autobiography Due next week Blog Post Due Monday by midnight</p>	
2/4	<p>Reflecting on Our Teacher Identities</p> <ul style="list-style-type: none"> - Autobiographies due - Discussion of Readings - Separate but Unequal - Groups for Unit Plans (hand outs) 	<p>-Ngũgĩ wa Thiong'o <i>Decolonizing the Mind</i> 1: The Language of African Literature (canvas) Smagorinsky, Chapter 1: Students Ways of Knowing</p> <p>ONE FROM BELOW (by group) Baker-Bell (group 1) Martinez (group 2) Duncan-Andrade (group 3) Django Paris (group 4) “Culturally Sustaining Pedagogy” Canvas</p> <p style="background-color: yellow;">Blog Post Due Monday by midnight</p>	
2/11	<p>Social Justice Pedagogy</p> <ul style="list-style-type: none"> -Review Readings -Basic Lesson Plan Overview -Small groups instructional procedure for teachable text -Feedback/response - Introduction of mini-lessons 	<p>McTighe, Chapters 1, 2, and 3, 11 Smagorinsky, Chapter 2 and 3</p> <p style="background-color: yellow;">Blog Post Due Monday by midnight</p>	
2/18	<p>Unit Planning: Backwards Design</p> <ul style="list-style-type: none"> -Review Unit Plan Assignment; split into groups to develop initial outline -McTighe Workbook (stage 1) 	<p>McTighe, Chapters 4, 5, 6, 7 Smagorinsky Chapters 7, 8, 9, 10</p> <p style="background-color: yellow;">Blog Post Due Monday by midnight</p>	Mini Lesson:
2/25	<p>Teaching to Standards and Assessments</p> <ul style="list-style-type: none"> -California State Standards -McTighe: Unpacking Content 	<p>Burke, Chapter 4 (Teaching Writing) Smagorinsky Chapters 4, 5, 6 Bomer, Chapter 2</p>	Mini Lesson:

	Standards (Workbook 257) McTighe Workbook (stage 2)	Recommended: Smagorinsky et.al. (<i>Dynamics</i>) Chapters 5, 8 Blog Post Due Monday by midnight	
3/3	Teaching Writing - Freewriting (Elbow)	McTighe and Wiggins, Chapters 9, 10 Burke, Chapter 5 (Teaching Reading) Lehmen & Roberts, Chapter 1 Recommended: Bomer, Chapter 6 Blog Post Due Monday by midnight	Mini Lesson
3/10	Teaching Close Reading - Close reading activities - Mini lessons - Strategies for close reading instruction and activities	Burke, Chapter 8 (Assessing and Grading) Smagorinsky et. al (<i>Dynamics</i>) chapter 9 Smagorinsky, Ch. 7 Recommended: (Bomer, Ch. 17) Blog Post Due Monday by midnight	Mini Lesson
3/17	Revisiting Assessment: Rubrics Peer Review of Unit Plans	Sewell and Denton, Multimodal Literacies Lewis & Zisselsberger, Equitable Writing Assessment https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL\$ALMA71457182880002901 Group Unit Plans and Presentation Due Next week No Blog Post this week	Mini Lesson
3/24	Unit Plan Presentations - Overview of Desired Results/Summative Assessment; Presentation of Lesson Plan; Feedback	Burke, Chapter 3 (How to teach so students will learn) Explore www.readwritethink.org focusing on lesson plan elements Review at least one conceptual unit plan at the Smagorinsky site: http://www.petersmagorinsky.net/Units/index.html Blog Post Due Sunday by midnight	Mini Lesson
4/7	Daily Lesson Plans Signature Assignment Overview	Bring a lesson plan draft to class 4/14 Blog post: Post on your proposed conceptual unit topic and ideas	Mini Lesson
4/14	Lesson Plan Workshop	Action Research Presentations next week Blog Post: by class, post your Action Research Annotated Bibliographies	
4/21	Action Research Presentations	Blog post: post a summative assessment and rubric for your conceptual unit	
4/28	Action Research Presentations	Read Love, Chapters 5 & 6 Bring what you have so far on your unit plan	

		to class for workshop next week Reminder: Teaching Statement Reflection Due next week Blog Post Due Sunday by midnight on Love reading	
5/5	Final Discussion; Share a section of your Teacher Identity Reflection Potluck Unit plan workshop	Finish Teaching Statement Reflections for next week. Final Blog Post Due Sunday by midnight Unit plan due 12/10	Mini Lesson