

ENED 365: Seminar in English Education
Fall 2021

Instructors: Scott Jarvie; Kathy Carter; Rachel Crawford; Daniel Hendel De La O

Time: 7 Thursdays (see calendar below); 4:30PM - 6:45PM.

Location: Sweeney Hall 229.

Office Hours: Tuesdays 2:00PM – 5:00PM in Faculty Offices 108, & by appointment.

It seems to me that the reason we gather people into classes called "reading" or "language arts" rather than just turning everyone loose to lie on their stomachs or walk into poles or relax in their cars is precisely so that we can step away from the practices themselves for a moment and become self-conscious about those practices. We gain control over and become better users of that which we can at least momentarily hold up to the light; school offers a safe place to do this with our literacies.

—Anne Whitney

What is it good for, what can I do with it, what can it do for me, what can I make it mean? Things that answer these questions we call equipment. Poetry [and teaching] provides equipment for living.

—Michael Robbins

Course Description

This seminar supports you (teacher candidates) in your teaching placements, assisting with the various challenges of learning to lead a secondary English classroom. It's also a class that helps with Cycle 2 of the CalTPA.

At the same time, this isn't a class in the typical sense. We meet seven times. These seven meetings will always be on Thursdays in 229 Sweeney Hall but occur irregularly (see calendar below) over the course of the semester. Three of our sessions (9/16, 11/4, 12/2) will be devoted to workshops attended by TC's across content areas. That leaves us with four 2 hour-and-15-minute-sessions together.

Four sessions aren't enough to address the complicated process of completing the CalTPA. I'll be honest, too, that I'm conflicted about the prospect of organizing a class around a test. CalTPA is necessary, for now, and mostly reflects sound teaching practice, but its demands come to eclipse the curriculum. We didn't become English teachers to teach to a test. So we'll work on CalTPA in this course, practicing and preparing each week across our four sessions. But we'll do so with an eye towards thinking beyond the exam.

To that end, in each class session we'll also practice with one of four useful tools ("equipment") for teaching English in a variety of contexts: creative writing, close reading, multimodality, and critical pedagogy. We'll discuss what we learn in practicing with these tools, and we'll imagine different ways we might apply each in secondary teaching practice.

We'll further use the time and space we spend together as an opportunity to think about what's happening in your placements. You will be encouraged to share the varied difficulties, mysteries, and joys of working with students in classrooms this fall. As a class we'll help each other work through some of the problems that arise in our different schools; we'll also celebrate each other's successes and ponder the questions that emerge from our experiences. One way we'll do this is by sharing videos of teaching. Starting on September 2nd, you'll be

asked to bring in a brief recording of a lesson. We'll divide into groups and watch each recording together; afterwards, you'll get constructive feedback on the lesson from peers and supervisors.

A final requirement asks you to read a book over the course of the semester. It can be hard to make time to read as a teacher (especially a beginning one), but continuing to grow yourself in that way is important, both for yourself (for your creative and linguistic capacity, and your soul) and also for your students: you'll create better lessons, give better feedback, and hold better discussions if you have an active sense of what it's like to be a reader. This activity will help you practice continuing to be present in the literate world. So: you'll choose one book from the list below to read on your own this fall. We'll have brief check-ins, discussions, and writing activities about your reading experience during seminars throughout the semester.

The goal of the course, across these activities, is to help you grow your sense of what's possible in an English course, for yourself and your students, and to begin to test those possibilities in actual practice.

Course Requirements

1. Participate in each of the seven seminar meetings.
2. Read & follow the requirements delineated in the Student Teacher Handbook.
3. Teach your classes until the end of the semester. Credit will not be assigned if you do not complete the term at the school to which you have been assigned.
4. Read a book of your choice from the list below.

Grading

Student teachers, interns, and contract teachers are graded in ENED 365 and 184Y/Z with CR (Credit) or NC (No Credit). Candidates must fulfill all course requirements and must provide evidence of good teaching and potential for continued growth to meet the criteria of "CR."

Your university supervisor and your mentor teacher (s) or on-site evaluator will fill out Formative Evaluations by Monday, October 11th. They should discuss the evaluation with you, have you sign it, and advise you about areas of improvement needed in order to receive credit for your student teaching.

By Monday, December 6th, your university supervisor and your mentor teacher or on-site evaluator(s) will again submit evaluations of your performance, using the Summative Evaluation Form. You need to sign the evaluations indicating you have seen and discussed the evaluation with your mentor teacher/on-site evaluator and university supervisor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on the Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Class Schedule

<i>Date</i>	<i>Agenda</i>
8/19	Introductions; CalTPA overview; creative writing.
9/2	Sharing teaching video 1; CalTPA breakouts; close reading.
9/16	Workshop: Teaching Academic Language & ELD Instruction with Ivon Rodriguez, Teacher, ESUHSD.
9/30	Sharing teaching video 2; CalTPA breakouts; multimodality.
10/14	Sharing teaching video 3; CalTPA breakouts; critical pedagogy.
11/4	Workshop: The Job Search with Paula Robinson, HR Director, FUHSD.
12/2	Workshop: Applying for a Preliminary Credential with Ha Thai & Catherine Davis, Credential Analysts, SJSU.

Book List (choose one)

[*Washington Black*](#) by Esi Edugyan

[*The Night Watchman*](#) by Louise Erdrich

[*Homegoing*](#) by Yaa Gyasi

[*Klara and the Sun*](#) by Kazuo Ishiguro

[*The Topeka School*](#) by Ben Lerner

[*Lost Children Archive*](#) by Valeria Luiselli

[*A Burning*](#) by Megha Majumdar

[*Museum of the Americas*](#) by J. Michael Martinez

[*Outlawed*](#) by Anna North

[*Seek You: A Journey Through American Loneliness*](#) by Kristen Radke

[*Just Us: An American Conversation*](#) by Claudia Rankine

[*A Swim in a Pond in the Rain*](#) by George Saunders

[*Station Eleven*](#) by Emily St. John Mandel

[*On Earth We're Briefly Gorgeous*](#) by Ocean Vuong

[*The Nickel Boys*](#) by Colson Whitehead

[*How Much of These Hills Is Gold*](#) by C Pam Zhang