

Seminar in English Education Section 01

ENED 365

Fall 2024 2 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/22/2024

Contact Information

Email: scott.jarvie@sjsu.edu

Course Information

This seminar is designed to support teacher candidates in their teaching placements, assisting with the various challenges of learning to navigate a secondary English classroom.

We'll use the time we spend together as an opportunity to think about what's happening in your placements. You will be encouraged to share the varied difficulties, obstacles, mysteries, and joys of working with students in English 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.

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

Course Description and Requisites

Topics in English Education for middle and high school English teachers.

Prerequisite: Acceptance into the English Credential Program.

CR/NC/I Graduate

Classroom Protocols

A Note

I'd like to minimize the use of tech (computers & phones) in the course as much as possible. This stems from [recent reading](#) on the promise of low-tech (even no-tech) models for university courses; much research indicates these approaches provide students with "opportunities to think for unbroken stretches of time to develop what social scientists call 'cognitive endurance'" as well as a way to counter the significant mental health problems, including anxiety and depression, that studies find strongly correlated with screen time. While I don't think it's realistic or useful to go entirely analog for this class, I do agree with the author that:

"students need head space to think about their ultimate values. [These analog approaches] are not ends in themselves or mere vacations from real life but are among the best ways to figure out your own answer to the question of what a human being [and an English teacher] is for — a question that is all the more pressing at a time when the robots soon may be coming for the white-collar jobs in medicine, law and finance [and education] that the intelligentsia treats as shorthand for personal fulfillment."

Practically speaking, this means I ask that phones and laptops are put away for the duration of our time together unless we decide we need them for our work. (We'll be sure to take a break each class when you'll be welcome to check them). I appreciate your understanding and support in making it happen.

On ChatGPT & Generative AI

A related note: sharing your personal perspective as a teacher *is* the point of this class, so, to be clear: any use of ChatGPT or other generative AI for work submitted in this class (really just the essay) will be considered a violation of SJSU's [Academic Integrity Policy](#).

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: 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 +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Materials

None (instructor will provide as needed).

Course Requirements and Assignments

Course Requirements

1. Participate in each of the seminar meetings.
2. Follow the requirements for your teaching delineated in the Student Teacher Handbook.
3. Complete essay assignment.
4. Write, practice, play, discuss, question.

Assignments

For your one major assignment for the course, I'd like to try something I've never done before: a hermit crab essay. A hermit crab essay is one in which the writer takes on the form ("shell") of another type of writing. For our purposes, I'm interested in how you could borrow an *educational* form: something from your teaching experience. We'll talk more about what that might be in class. This activity will be fun, I hope, but more importantly it will provide an opportunity for you to imagine, in writing, your experience as a teacher differently. One of the crucial tasks of becoming a teacher is figuring out how to enact your vision of teaching within the confines of your context (school policies, curricular standards, pressures from parents and students and colleagues and admins). I'm intrigued by the ways that, writing with your chosen form, you might be able to transform it—and your understanding of teaching—through the process of crafting an essay with it.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

<i>Date</i>	<i>Agenda</i>
8/22	Introductions; placement discussion; syllabus; introducing the essay.
8/29	Placement discussion; essay reading.
9/5	Workshop: Academic Language & ELL Students with Ivon Rodriguez, Teacher, ESUHSD.
9/12	Placement discussion; essay reading.
9/19	Placement discussion; essay writing.
10/3	Placement discussion; essay writing.
10/17	Workshop: Job Search with Paula Robinson, former HR Director, FUHSD.
10/31	Placement discussion; essay peer revision.

11/14	Event: EmpowerED: Re-Conceptualizing Teaching series screening of <i>Dead Poets Society</i> , 5-7pm. Room TBD in Student Union.
12/5	Placement discussion; essay presentations.