

**California State University San Marcos  
COLLEGE OF EDUCATION**

**EDSS 546A – Secondary English Education  
Fall 2009, 5:30-8:15 pm**

Instructors: Pat Stall and Beckie Garrett  
Office: UH 425  
Email: [pstall@csusm.edu](mailto:pstall@csusm.edu), [bgarrett@csusm.edu](mailto:bgarrett@csusm.edu)  
Office hours: before/after class

***Class Meetings***

**9/1, 9/15, 9/22, 9/29, 10/6, 10/20, 10/27, 11/3, 12/8**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

*(adopted by COE Governance Community October, 1997)*

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See "Authorization to Teach English Learners Competencies."

*(approved by CCTC in SB 2042 Program Standards, August 02)*

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## **California State University Faculty Furlough**

You have heard that CSU has mandated that steps be taken to reduce expenditures for the 2009-2010 school years. The Faculty has agreed to take furlough days to implement the reduction and to help avoid faculty/staff lay-offs. Your instructors have been required to identify the dates within the school year that will be furlough days and certify that no work will be done those days to satisfy legal and ethical requirements of the Calif. Labor Code. Your instructors will make every effort to ensure you receive the quality education you are due here at CSUSM.

## **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

*For this course:* **If you miss more than 2 sessions, you will not pass the course.** If you miss 2 sessions, you are not eligible for an "A." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. Notification of an absence does not constitute an excuse.

## **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, case study, and TPE reflective statements.

## **CSUSM Academic Honesty Policy**

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## **Plagiarism:**

As a professional educator and a credential candidate, it is expected that you will do your own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructors, e-mail is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. Because e-mail is convenient and is used for both personal and professional purposes, you should be mindful of courtesies and limitations

with regard to professional e-mail. You should not expect immediate responses to e-mail at any time, especially to queries posted on weekends and holidays, late at night, or early in the morning.

Reading and responding to e-mail takes a great deal of time. Often the response is more involved and complicated than can be adequately conveyed in e-mail form. If you have a multifaceted question or issue, it would probably be best to have a verbal discussion face to face or on the phone. E-mail sent in all upper case (or lower case) letters, major typos, slang, salutations that are very personal, etc. often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person or on the phone what this electronic message specifically says?
- How could this message be misconstrued?
- Can this message wait until I see the recipient in person?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

Most importantly, recognize that emotionally-charged messages never achieve the effect for which the author had hoped. E-mail messages based on anger, frustration, and sarcasm more often than not achieve the result of damaging the writer's professional and personal reputation. Before sending such a message ask yourself if you would send this to a parent, a principal, or a school board member. Likewise, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. The best advice is to wait 48 hours before sending or replying to any emotionally-charged e-mail. In that time period, you will likely have developed a more professional approach, and hopefully, have concluded that the matter should be pursued in person or not at all.

### **Course Description**

This course is designed in a seminar format to focus intensively on the discipline of English/Language Arts. In this course, students will explore theories and strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and fieldwork experiences during student teaching and/or observations.

### **Course Prerequisite**

Admission to the Single Subject/CLAD Teacher Credential Program.

### **Concepts and Essential Questions**

#### **Know your students (Introduction, chs. 1, 2)**

How will you get to know your students?

How will this knowledge enhance your teaching and your students' learning?

How will you apply and implement this knowledge into your curriculum and your pedagogy?

What place does knowledge of your students have in the scaffolding of learning?

How and why will you form relationships and communication lines with parents?

#### **Social justice in your English classroom (chs. 17, 18, 25)**

What does an effective learning environment in your classroom look like, feel like?

How will you develop a community of learners that is inclusive?

How will you teach respect through your actions and through your curriculum?

How will you ensure that your classroom is student-centered?  
What place and effect will gender, race, and culture have on learning in your English classroom?

### **Organization and management (chs. 1, 7, 23, 24,)**

What is the effect of your planning and organization on your students' learning?  
How will you manage the paper load and provide appropriate and helpful feedback for 175+ students?  
What role will students play in your organizational and management plan?  
How will you organize yourself so that you have a life outside your classroom?

### **Academic components of the English classroom (chs. 4, 5, 6, 7, 8, 11)**

What is the place of vocabulary in your English classroom?  
What is the place of grammar in your English classroom?  
What effective, research-based approaches will you use for developing your students' writing proficiency?  
How will you teach students to be independent, critical readers and comprehenders?  
How will you know students understand and are progressing?  
How will you model the [real life power] of lifelong reading, a well developed vocabulary, and strong writing skills?

### **Critical thinking (chs. 9, 19)**

What is the role of inquiry in your English curriculum?  
How will you use questioning to scaffold understanding and encourage your students' critical thinking?  
How do conversation and writing help your students to think?

### **Transforming the English classroom for the 21<sup>st</sup> century (chs. 2, 3, 10, 16, 21, 22, 26, 27)**

How will you engage in professional conversations and discussions with colleagues, administrators, and policy makers to effect change in the curriculum?  
What expectations do you have for all of your students to become proficient readers and writers as requisites for navigating the 21<sup>st</sup> Century?

## **Teacher Performance Expectation Competencies**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

## **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:  
<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

### Required Texts

Burke, Jim. *The English Teacher's Companion*. Portsmouth: Boynton/Cook, 1999.  
CDE. *California English--Language Arts Content Standards*. Sacramento: California Dept. of Education, 1998. (You can get these on-line: [www.cde.ca.gov](http://www.cde.ca.gov))  
Join NCTE. Request Language arts or English Journal

### Course Requirements

Thoughtful participation – 10

Reading responses – 30

Unit plan – 35

Writing sample and revision – 25

- **Reading Responses/Essential Questions:** In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. You will hand in reading responses in the format assigned in class or in the course syllabus. *All reading responses should be typed unless the format does not lend itself to word processing.*
- **Sample writing and revision of one piece of writing:** You will be asked to work through the writing process to create a memoir/personal narrative. The purpose of this essay is to help us learn how to conduct effective writer's workshops that you can use in your own English classrooms. To receive full credit, you will need to bring in a completed final packet that contains (1) the rough draft, (2) the final revised essay based on the feedback you received from your colleagues, (3) one typed paragraph explaining in detail the changes you made to your first draft based on the peer-feedback, and (4) a one-two paragraph description of your experience in the writer's workshop and how you might use this experience in your own classroom.
- **Unit Overview and Lesson Design:** You will write an in-depth lesson based on a concept and standard(s) you will be teaching in CPI. You will provide a brief overview of the unit in which the lesson will be taught in addition to the specific lesson design. The purpose of this assignment is to get you comfortable using the strategies we will have discussed and explored throughout the class. Use the EWRC format we will discuss in this class or the lesson plan template you learn in EDSS 511. We will model several strategies in class and discuss in depth how to plan effective Language Arts lessons and units.
- **Thoughtful participation:** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

**Late work** will not be accepted. If you must be absent, your work shall be submitted by the beginning of the class in which it is due.

### Tentative Class Schedule

Although this schedule is carefully planned, the instructors reserve the right to make changes based on unforeseen circumstances and teachable moments.

Date	Topic	Your Responsibilities
9/1	Introductions, Community building, meeting Jim Burke	<b>Read:</b> Introduction in Burke p. xiii <b>Due:</b> Reading Response 1: Highlight a quote from each bold-faced section that is particularly interesting to you and be prepared to share with a small group why you selected that particular quote. Be there, be on time, bring your text.
9/15	Know your students Writing Workshop, Mini lessons	<b>Read:</b> Ch. 22, 25, 27 <b>Due:</b> Reading response 2: highlight a quote from each section in the chapters. Create a “ticket to class” that includes three questions you can pose to a discussion group next week. Complete the life graph activity on p. 253.
9/22	Writing practices	<b>Read:</b> Ch. 2, 7 <b>Due:</b> Reading Response 3 Bring draft of personal narrative to share with a writing group.
9/29	Reading practices	<b>Read:</b> Ch. 3, 4. <b>Due:</b> Reading Response 4: completion of reading guide and Revised Personal Narrative
10/6	Lesson and Unit Planning Assessment ERWC	<b>Read:</b> Ch. 10 & Ch. 11 <b>Due:</b> Reading Response 5, (TBA)
10/20	Inquiry, critical thinking, and discovery (Socratic seminars and literature circles)	<b>Read:</b> Ch. 8 & 9 <b>Due:</b> Reading Response 6; (TBA) Bring in draft of lesson/unit plan you will be teaching.
10/27	Ethics	<b>Read:</b> Ch. 19 <b>Due:</b> Unit/lesson plan
11/3	Teaching vocabulary and grammar More on mini lessons and “as needed” lessons	<b>Read:</b> Ch. 5 & 6 Reading Response 7: Summarize in one paragraph how Burke teaches grammar and vocabulary. Survey 3 teachers at your school and ask them how they teach grammar and vocabulary and why they teach it that way. Which of these methods do you want to try this semester and why?
12/8	Reflection and Planning for next semester	<b>Read:</b> Ch. 24, 25 <b>Due:</b> In your notebook, respond to bulleted questions on p. 447

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Name \_\_\_\_\_

School \_\_\_\_\_

CSUSM e-mail \_\_\_\_\_

Phone \_\_\_\_\_

\_\_\_\_\_ (25) Writing sample and revision

\_\_\_\_\_ (5) Thoughtful Participation

\_\_\_\_\_ (35) Reading responses

1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_ 4\_\_\_\_\_ 5\_\_\_\_\_ 6\_\_\_\_\_ 7\_\_\_\_\_

\_\_\_\_\_ (35) Unit/Lesson Plan