



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC285A (3 units)
SECONDARY ENGLISH METHODS I
Section (1) #76044
FALL 2018**

Instructor: **M. Priscilla Myers, Ph.D.**
Reading Curriculum & Instruction
Office: **Guadalupe Hall 247**
Office Hours: **MTTh 1:00-3:00 p.m., by appointment**
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Course Meeting: **Tuesday, 4:00-7:00**
Classroom: **Guadalupe Hall 203**
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**“A truly good book teaches me better than to read it. I must soon lay it down and commence living on its hint . . .
What I began by reading, I must finish by acting.”**

~H.D. Thoreau

**“Learning to write is a matter of learning to shatter the silences,
of making meaning, of learning to learn.”**

~Greene, M. (1995). *Releasing the Imagination*.

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. make student learning our central focus;
2. engage continuously in reflective and scholarly practice;
3. value diversity;
4. become leaders who model ethical conduct and a commitment to social justice; and
5. seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:

1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Note: Please feel free to ask me or to contact me by email for clarification of anything that is confusing to you, from concepts presented in class and in readings, to any details of classroom functioning. The success of our educational venture this quarter depends on mutual communication and learning.

Course Description

EDUC285 and EDUC286 are designed to enable single subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject, Secondary English/World Lang. Methods,

effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all students equitable access to curriculum content. All single subject credential candidates are required to take the EDUC285 Methods I and EDUC286 Methods II blocks in the content area aligned with the credential they are seeking.

Course Objectives

Crucial to student success in literacy education are the nurturance and guidance of reflective literacy practitioners--teachers who are compassionate, knowledgeable, mindful, metacognitively aware, morally intuitive decision makers, and who model commitment to lifelong learning. Reflective literacy teachers provide multiple, integrated, practical, problem-solving instructional strategies adapted to the specific needs and interests of individuals in all areas of the language arts: reading, listening, speaking, writing, viewing and representing visually.

This course will develop students' knowledge and skills in order to:		Goals/TPEs Addressed		
		DG #	PLG #	TPE #
1	develop an understanding of the reading, writing, and oral languaging processes as an interaction between reader, text, and context; learn strategies for facilitating reading comprehension, literary response and analysis, for systematic instruction in word analysis, fluency, and vocabulary development.	1	1, 2	1.1, 2.5
2	incorporate knowledge of written and oral English-language conventions in comprehending and producing complex text; understand techniques to teach advanced skills such as analytical critiques of text and media, and comprehension of research-based discourse.	1	1, 2	3.3, 3.4
3	learn to adapt instructional contexts and learn systematic strategies to meet struggling pupils' specific needs in reading, writing, language; use the ELD Standards and English Language Arts standards to design learning opportunities for all students, including ELs, those with foundational skill deficits, and advanced learners; understand that incorporating and valuing literature from diverse cultures and about pupils with special needs is an integral part of each teacher's role.	1, 3, 4	1, 4	2.2, 2.3, 3.6, 4.1
4	use appropriate technology to make judgments about the match between student and text; incorporate technology as a means of research, creating manuscripts, and multimedia presentations.	2	4	4.4
5	develop, in the process of creating lessons for students, critical friendship among peers in order to reflect, revise, and deepen the connection between theory and practice; help pupils develop metacognitive skills to become independent learners who apply knowledge creatively and critically; develop awareness of factors influencing motivation and success in reading and writing.	2,5	3,4	1.1, 1.3, 1.5, 2.2
6	address foundational skill deficits by using formal and informal assessment tools: standardized tests, observation, self-evaluation, informal reading inventories, writing samples, interviews, and portfolios.	2, 5	3, 4	5.1, 5.2, 5.3
7	Integrate and apply knowledge gleaned from coursework through observation and interviews that will engage you in purposeful collaboration with practicing single subject teachers and their students.	4	5	3.4, 6.3
8	Learn strategies for monitoring, evaluating, and adapting instruction and materials to fit the needs of individual pupils through a one-on-one tutorial field component.	2, 5	3, 4	1.3, 4.4, 5.3, 5.5

9	Summarize assessment results in a detailed tutoring instructional plan that includes recommendations for research-based instruction involving learning strategies, word identification, fluency, concept development, vocabulary learning, reading comprehension or writing strategy instruction for individual students, including students who are ELL, bilingual, or students with special needs.	2, 5	3.4	1.2, 4.3, 5.1, 5.8
10	Help students experience the satisfaction of learning from text and to understand that reading is both for learning and for pleasure.	1	5	6.1, 6.2

Required and Recommended Texts and Readings:

- Burke, J. (2013). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann. ISBN-13: 978-0-325-02840-8
- Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN 978-0-325-00980-3 / 0-325-00980-5

Suggested Resources: ONLINE READINGS

Purdue University's Online Writing Lab (1995-2008). [free writing, research, grammar, MLA & APA style online handouts, writing consultations, workshops, ESL conversation groups]. *The OWL at Purdue*. Retrieved January 2017, from <http://owl.english.purdue.edu/owl/>

COMMON CORE STANDARDS: 2014 Revision of the English Language Arts/English Language Development Framework, retrieved September 2018, from <http://www.cde.ca.gov/ci/rl/cf/>

California Dept. of Education. Retrieved Sept. 2018, from <http://www.cde.ca.gov/>

California EL Demographics: "Who are California's English Learners?" Retrieved Sept. 2018 from <http://www.youtube.com/watch?v=KlbTwaBcs00&feature=youtu.be>

California Dept. of Education (2012). *Recommended literature: Kindergarten through grade twelve*. Retrieved Sept. 2018, from <http://www.cde.ca.gov/ci/cr/rl/>

Common Core State Standards Initiative (2012): English Language Arts Standards Kindergarten-Grade 12. Retrieved Sept. 2018, from <http://www.corestandards.org/ELA-Literacy>

Greene, R. (2013, Oct. 30). 5 key strategies for ELL instruction. *Teachers' Voice*. Retrieved Sept. 2018, from <https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/>.

International Literacy Association: Retrieved Sept. 2018, from <https://www.literacyworldwide.org/>

ADDITIONAL RESOURCES:

Garcia, E. E. & Nández, J. E. (2011). *Bilingualism and cognition: Informing research, pedagogy, and policy*. U.S.: American Psychological Association.

Garcia, E. (1999). *Student cultural diversity: Understanding and meeting the challenge* (3rd ed.). NY: Houghton Mifflin Company.

Johns, J. L. & Lenski, S. D. (2014). *Improving Reading: Strategies, Resources and Common Core Connections* (6th ed.). Dubuque, IA: Kendall Hunt Publishing Co.

Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2018). *All children read: Teaching for literacy in today's diverse classrooms* (5th ed.). Boston: Pearson.

Zwiers, J. (2004). *Developing academic thinking skills in grades 6-12: A handbook of multiple intelligence activities*. Newark, DE: International Reading Association.

SCU Learning Commons Journals with Articles Related to Teaching Reading and Writing

CA JOURNAL OF TEACHER EDUCATION

COLLEGE ENGLISH

ENGLISH JOURNAL

INSTRUCTOR

JOURNAL OF ADOLESCENT AND ADULT

LITERACY (formerly *JOURNAL OF READING*)

JOURNAL OF EDUCATION

JOURNAL OF EDUCATIONAL PSYCHOLOGY

JOURNAL OF SPECIAL EDUCATION

JOURNAL OF TEACHER EDUCATION

LANGUAGE ARTS

LIBRARY JOURNAL

PSYCHOLOGY IN SCHOOLS

READING RESEARCH QUARTERLY

READING TEACHER

RESEARCH IN THE TEACHING OF ENGLISH

SCHOOL LIBRARY JOURNAL

TEACHER EDUCATION QUARTERLY

Course Requirements/Assignments

Grading for all assignments will be criterion referenced; you will receive a grade based on the quality of your work and participation according to criteria outlined in this syllabus and in class, rather than how your work compares to that of your classmates.

- Distribution of points and percentage of total grade across assignments are as follows:

	Course/Requirements/Assignments	Points	TPE
1	Class Attendance, Participation, Course Evaluation	100 (10%)	6.3, 6.5
2	Reading to Learn	45 (20%)	1.1, 1.3, 1.8
3	Academic Vocabulary	50 (20%)	2.2, 3.5
4	SIGNATURE ASSIGNMENT: Comprehensive Lesson Plan	100 (50%)	1.8, 3.2, 4.1, 4.4, 5.1

ASSIGNMENTS

1.) Assignment 1:

Class Attendance, Participation, Course Evaluation	(100 points)	10%
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Attendance and participation are critical to your understanding of course material. You will earn 10 attendance/participation points for each of our 10 meetings (100 pts.). If you are ill, ask a “study partner” to turn in your homework assignments and take notes for you; you are responsible for any information you miss because of absence. Please do not request assignments or notes from the instructor. **Participation** points are earned by attention to lectures and participation in group activities, i.e., no cell phones, texting, email, *Googling*, *tweeting*, *blogging*, *Wiki-ing*, *YouTubing*, etc. during class. You will also receive participation points for completing the course evaluations.

2.) Assignment 2: **Due Oct. 23, 2018**

Reading to Learn <i>Textbook notes: Chapters 4, 5, 6</i>	(45 Points)	20%
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Take notes on chapters 4, 5, & 6, but use a different strategy each time. For example, try an outline, a flow chart, a picture graph, a connections chart, a diagram, KWL, time line, double entry journal, alpha boxes, or any reading to learn strategy that seems appropriate for the chapter(s). Name and number each strategy. Your textbook has a number of examples throughout, including Chapter 8.

3.) Assignment 3: **Due Nov. 6, 2018**

ACADEMIC VOCABULARY	(50 Points)	20%
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Describe and demonstrate a unique vocabulary strategy, derived from the context of reading, that you consider most effective for students. Provide a specific, written description of your strategy. You will also be asked to teach your strategy using your own original example in class. Feel free to adapt and document strategies from sources such as your own textbooks or from professional websites, but please do not copy published materials or download completed samples. (For this assignment, please **do not** share crossword puzzles, *Pictionary*, *Bingo*, *Hangman*, *MadLibs*, *Jeopardy*, word searches, or matching. These are good ideas, but I challenge you to “imagine, create, rethink, adapt!”) Unpack the behind-the-scenes work to facilitate rich, purposeful discussion.

4.) Assignment 4: **SIGNATURE ASSIGNMENT—Due Nov. 27, 2018**

COMPREHENSIVE LESSON PLAN	(100 pts.)	50%
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Develop a comprehensive two-day lesson plan. Your lesson will incorporate strategies for: before, during, and after reading a text (both oral and silent), writing, listening, speaking, viewing, and representing visually—all the language arts. Show how you will use multiple resources in the development of your lesson, including technology and other visual aids that will enhance learning for all students, including students for whom you need to address foundational skill deficits, students who are English language learners, and for advanced learners who need accelerated and enriched strategies. Include specific demographic information based on the students you’re teaching.

	Rationale/Objectives	Common Core Standards, TPEs, Demographic Information	Strategies and Evaluation
4	You will be graded on overall organization and planning and originality, variety, and educational significance of activities. Include <u>RATIONALE and OBJECTIVES</u> that specify what it is students are to learn as a consequence of studying/exploring/enjoying the lesson you have planned. The first page of your lesson should also include an overview of your two-day plan in outline form. 20 points	Include: A) Common Core standards covered (English Language Arts), B) TPEs (Teaching Performance Expectations), C) demographic information for the classroom in which you are teaching, and D) specific accommodations , tied to your lesson, for students who may have foundational skill deficits, students who are English language learners, and for advanced learners who need accelerated and enriched strategies. 25 points	Complete lesson plan for each day: SCU Lesson Plan Format Include instructional materials (powerpoints, handouts, graphic organizers, student worksheets, etc.). Outline specific before, during, and after reading and writing strategies each day. Incorporate oral/silent reading, writing, listening, speaking, viewing, and representing visually. Specify the <u>means and provide examples of EVALUATION for the unit</u> such as, observation, questionnaires, interview, formal & informal tests. Include rubrics. 55 points
3	Standard organization and planning and variety of educational activities. Includes <u>RATIONALE and OBJECTIVES</u> . The first page of your lesson includes a basic overview of your two-day plan in outline form. 16 points	Includes: Common Core standards covered (English Language Arts), TPEs (Teaching Performance Expectations), demographic information , and specific accommodations , less strongly tied to your lesson, for students who may have foundational skill deficits, students who are English language learners, and for advanced learners who need accelerated and enriched strategies. 20 points	SCU Lesson Plan Format Including some instructional materials (powerpoints, handouts, graphic organizers, student worksheets, etc.). General before, during, and after reading and writing strategies each day. May be missing one or more strategies: oral/silent reading, writing, listening, speaking, viewing, and representing visually. Specify the <u>means and provide some examples of EVALUATION for the unit</u> . Include rubrics. 44 points
2	Standard educational activities. Includes <u>RATIONALE and OBJECTIVES</u> . The first page of your lesson includes a basic overview of your two-day plan in outline form. 14 points	Includes: Common Core standards, TPEs , missing or weak demographic information , and specific accommodations 18 points	SCU Format, basic instructional materials. Weak or missing B/D/A reading & writing strategies. Missing one or more strategies: oral/silent reading, writing, listening, speaking, viewing, and representing visually. Basic <u>means and examples of EVALUATION/weak or missing rubrics</u> . 39 points
1	Standard educational activities. Missing either <u>RATIONALE or OBJECTIVES</u> . The first page of your lesson includes a basic overview of your two-day plan-no outline. 12 points	Missing one or more Common Core standards, TPEs , demographic information , and specific accommodations 15 points	SCU Format, lacks materials. Weak or missing B/D/A reading & writing strategies. Missing one or more strategies: oral/silent reading, writing, listening, speaking, viewing, and representing visually. Weak <u>examples of EVALUATION</u> ; no rubrics. 33 points

Page 1: Your Name, Name of Lesson, Rationale, Objectives, & Outline Overview

RATIONALE: *Learning from the past enriches our view of the present and our ability to mold the future.*
OUTLINE OVERVIEW

Pages 2-x: LESSON PLAN, including INSTRUCTIONAL MATERIALS
RUBRICS TO ASSESS STUDENT WORK

Describe student achievement/progress toward meeting the lesson objectives. For example, describe specifically how a student would be assessed as 4-Exceeding Expectations, 3-Meeting Expectations, 2- Below Expectations, 1-Poor.

Assessments & Grading Criteria: All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution, as indicated for each assignment.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B- 2.7	80-83%	D 1.0	63-66%

Canvas/Camino Course Management System

To access course materials, please be sure to review Canvas (Camino). Readings, outlines, and assignment descriptions will be made available through this on-line course management system. Access Canvas using your SCU username and password.

Disabilities Resources *If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.*

Accommodations for Pregnancy and Parenting *In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.*

Discrimination and Sexual Misconduct (Title IX) *Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.*

Academic Integrity *The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students who violate copyright laws, including those covering the copying of software*

programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).

Tentative Course Schedule*

*Course Plan Subject to Change

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNED READINGS</u>
Sept. 18	Introduction: Defining English as a Discipline Syllabus	Ch. 1, Burke
25	Our Students Exemplary Instruction/Needs Assessment Principles of English Instruction	Chs. 2, 3
Oct. 2	Cognitive Dimensions of Literacy: WRITING	Ch. 4
9	Cognitive Dimensions of Literacy: READING	Ch. 5
16	Sociocultural Dimensions of Literacy SPEAKING, LISTENING (DISCUSSION)	Ch. 6
23	*Due: Reading to Learn-Textbook Notes	Chs. 4-6
	Cognitive Dimensions of Literacy: WRITING, GRAMMAR, VOCABULARY	Ch. 7
30	Cognitive Dimensions of Literacy: WRITING, GRAMMAR, VOCABULARY Assessing and Grading Student Learning and Work	Ch. 7 Ch. 8
Nov. 6	*Due: Vocabulary Assignment	
	Assessing and Grading Student Learning and Work	Ch. 8
13	Work Session and Group Sharing: Comprehensive English Lesson Plans	



Nov. 19th-23rd Happy Thanksgiving!

27	*Due: Comprehensive Lesson Plans
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PRESENTATIONS

Choose one to share—*Reading to Learn, Vocabulary, or Lesson Plans*

Dec. 3rd – 7th

FINALS WEEK - NO CLASS