

**Tuesdays 4-6:45pm SH 332**

Instructor: Carrie Holmberg, English Dept./Sec. Ed. Dept. <Carrie.Holmberg@ sjsu.edu>  
Office: SH 436. Email or call (650) 215-0700 to schedule an appointment.

**Course Goals and Objectives:**

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 particular attention to working with English Learners and fostering all students' academic language development. We will pursue this goal through readings and discussions designed to introduce you to the "framework" and "standards" that California uses to establish its goals and practices in the teaching of English, analysis of secondary students' work, workshop presentations by middle and high school level Teacher Consultants of the San Jose Area Writing Project, demonstration lessons/practices that you will give to your peers, and the completion of a unit plan developed in collaboration with 1-3 other peers designed to be taught this year, if not this semester.

**Grading:**

I will use three activities to determine your grade for this course:

- 1) a 15-20 minute demonstration lesson (25%) geared to your actual secondary students or to a mixed-ability 9<sup>th</sup> grade English class, approximately one-third of whom will be designated English Language Learners, presented to your peers in this classroom on Oct. 1, Oct. 8, Oct. 15, Oct. 22, and Oct. 29;
- 2) a unit plan (50%): complete first draft due 4pm Nov. 5, "final" draft due by 12:01am Sunday, Nov. 17;
- 3) a "process grade" (25%) based on your completion of week by week assignments, including:
  - a) fulfilling your role as either a "scribe" of a class session (15 needed) or your role as a "Two Minutes With" presenter (5+ needed);
  - b) fulfilling your role either leading the class in a 10-30 min. discussion or leading the class in 5-20 min. of debriefing the class session;
  - c) teaching us all about a promising use of technology in relation to the middle or high school level classes you are teaching (or will be teaching in the future) either 100% during class (10 min. total) or in "flipped fashion" (approximately 50% online before your "tech spot" in class of up to 5 min.);
  - d) your story of formative assessment and writing: a 3-5 page paper making sense of how you like your feedback; and
  - e) your written analysis of student work. (Specifics on assessment to come.)

**Required Texts to be downloaded, purchased online, or purchased through campus bookstores:**

*English Language Arts Common Core State Standards for California, K-12.* Ca. State Dept. of Education, Adopted August 2010, Updated March 2013

*English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve,* Ca. State Dept. of Education, Adopted Nov. 7, 2012

*The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession.* Jim Burke, Heinemann Publishers, 2013 (fourth edition).

*Teaching Writing Grades 7-12 in an Era of Assessment: Passion and Practice.* Mary L. Warner and Jonathan H. Lovell, Pearson, 2013.

**Bring a \$35 check made out to "SJSU Foundation/WP" to class next week** for photocopied materials to come, including the ones each Writing Project Teacher Consultant will provide: a "presentation booklet" that gives

you classroom-tested lesson plans and a rationale for why these practices make sense in relation to the students that he or she is teaching.

### **EnED 353 Fall 2013 Schedule of Sessions and Assignments\*** (but not readings)

- 8/27 **What does it mean to teach English?** Introduction and orientation to the course; setting up the Discussion Leader and Debrief Leader roles  
Know: Content knowledge and pedagogical content knowledge  
Assignment: collect student work (no identifiers)
- 9/3 **What does it mean to write in school?**  
Know: the writing process, schema  
Assignment: collect student work (no identifiers)
- 9/10 **What are benefits/challenges of using tech. in the sec. English classroom?**  
Workshop by SJAWP TC Todd Seal, Silver Creek HS, East side Union HSD  
Assignment: collect student work (no identifiers)
- 9/17 **What does backwards planning look like for English class?**  
**Due:** collected student work  
Analysis of student work  
Know: essential questions, enduring understandings
- 9/24 **What helps group work work?** Getting ready for demo lessons and micro-teaching  
Know: Planned Language Production
- 10/1 **How do we make feedback in action safe?**  
Demo lessons, 1<sup>st</sup> batch  
Know: self-assessment, addressable next steps
- 10/8 **What do we mean by teaching grammar in context?**  
Demo lessons, 2<sup>nd</sup> batch  
Experience: jigsaw
- 10/15 **TBCT (To be created together)**  
**Due:** Student work  
Demo lessons 3<sup>rd</sup> batch
- 10/22 **What's valuable and what's challenging about response groups?**  
Demo lessons 4<sup>th</sup> batch  
**Due:** 3-5 page paper on your story of formative assessment and writing  
Experience: writing response groups
- 10/29 SJAWP Teacher Consultant, to be confirmed  
Demo lessons 5<sup>th</sup> batch
- 11/5 **What's acceptable evidence?**  
**Due:** first draft of unit plan  
Workshop draft of unit plan
- 11/12 SJAWP Teacher Consultant, to be confirmed
- Unit due:** by 12:01am November 17
- 11/19 SJAWP Teacher Consultant, to be confirmed
- 11/26 **How are teacher candidates assessed and what does this mean for me?**  
Revisiting your unit through the lenses of the PACT rubrics
- 12/3 **How did we do?**  
Reflecting together, celebrating, looking forward.

\* Subject to change