

San José State University

Department of English and Comparative Literature
ENED 353–01: Methods of Teaching English

Course and Contact Information

Instructor(s): [Dr. Josh Coleman \(he/they\)](#)
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Office Hours: T, 1-3 PM via [Calendly](#)
Class Days/Time: T, 4:00PM – 6:45PM
Classroom: Sweeney 229

Course Description

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 attention to working with English learners, or emergent bilingual students, and fostering all students' academic and critical language and literacy development. We will pursue this goal through:

1. assigned readings, discussions, oral presentations, and written assignments designed to introduce you to teaching English courses and to the framework and standards (Common Core and ELD) that California uses to establish its goals and practices in the teaching of English;
2. collaboration and demonstration practices both individually and with your classmates; and
3. completion of unit and lesson plans, including a pre-signature assignment (group unit) and the COE required Signature Assignment.

Course Format

This course is in person. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement

Course Goals

Upon successful completion of this course, students will be able to:

1. be familiar with an array of classroom practices to use to teach secondary English;
2. be able to select/use a variety of formative assessment practices in a secondary English class;
3. be able to demonstrate competence in lesson and unit planning;
4. have increased awareness regarding the importance and support of students' language and learning needs (7-12th grade levels);
5. become skillful at reflecting critically on both their own teaching identities and teaching practices on enacted lesson components, Lesson Plans, and Unit Plans;
6. have developed skills for providing formative feedback and assessment; and
7. have experienced a variety of strategies for and the importance of class discussion and class debriefing in the English classroom.

Course Learning Outcomes (CLO) (Required - Delete the word “Required” in final draft)

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2. be able to select/use a variety of formative assessment practices in a secondary English class;
3. be able to demonstrate competence in lesson and unit planning;
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5. become skillful at reflecting critically on both their own teaching identities and teaching practices on enacted lesson components, Lesson Plans, and Unit Plans;
6. have developed skills for providing formative feedback and assessment; and
7. have experienced a variety of strategies for and the importance of class discussion and class debriefing in the English classroom.

Required Texts/Readings

Gholdy Muhammad (2020), *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*, Scholastic. <https://shop.scholastic.com/teachers-ecommerce/teacher/books/cultivating-genius-9781338594898.html>

Randy Ribay (2020), *Patron Saints of Nothing*. Penguin Books

Peter Smagorinsky (2018), *Teaching English By Design: How to Create and Carry Out Instructional Units*, [Second Edition]. Heinemann.

Course Requirements

Rights to Language:

Additionally, this course takes up the groundbreaking **NCTE Resolution, “Students’ Rights to Their Own Language”** as a fundamental stance. In 1972, the National Council of Teachers of English (NCTE) adopted this resolution on language and students’ dialects.

We affirm the students’ right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity.

The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the rights of students to their own language.

Rights to Name & Pronouns:

Students have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have an opportunity to indicate your name and pronouns, though neither is compulsory. Instructor will address and refer to all students accordingly and will support classmates in doing the same.

Rights to Disagree:

James Baldwin famously stated, “We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.” This course is situated in a critical genealogy that centers lives and experiences that have often been kept at the margins of society. While we will likely read texts and engage in discussions that will cause discomfort and even disagreement, the line of appropriateness for any comment will be drawn, by the instructor, at the “oppression and denial” of humanity. Accordingly, throughout the course, please act with general respect and openness, feel free to disagree; however, embrace the limits of your own knowledge and ask honest questions, instead of demanding predetermined answers. And feel free to do so of your instructor as well. I promise to treat all students’ experiences of the course with sincerity and respect, while I also want to emphasize that discomfort is a prime locus for learning. Never hesitate to reach out via e-mail with any concerns you might have. Your right to disagree is extended to me as equally as to your fellow classmates.

Resources for Learning

- **Accessible Education Center** is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
- **Accessible Software and Training** (<http://www.sjsu.edu/aec/current-students/center-for-accessible-technology/accessible-software-and-training/index.html>)
- **Deaf and Hard of Hearing Services** (<http://www.sjsu.edu/aec/current-students/deaf-and-hard-of-hearing-services/index.html>)
 - **Gender Equity Center** is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com
 - **MOSAIC Cross Cultural Center** is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu
 - **Pride Center** is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.
- **Student Counseling and Psychological Services** is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
 - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/OffCampus_Assistance/Community_Resources/index.html - [alcohol](http://www.sjsu.edu/counseling/students/OffCampus_Assistance/Community_Resources/index.html)

- **The Office of Student and Faculty Success** is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:
 - **#FinishIn4** (<http://www.sjsu.edu/californiapromise/>)
 - **Project Succeed** (<http://www.sjsu.edu/projectsucceed/>) Gorman-DaRif, 123 D Spring, 2020
 - **Academic Advising and Retention Services** (<http://www.sjsu.edu/aars/>)
 - **CommUniverCity** (<http://cucsjs.org/>)
 - **E-Campus** (<http://www.sjsu.edu/ecampus/>)
 - **Peer Connections** (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services
 - **Student-Athlete Success Services** (<https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academic-services-html.aspx>) offers academic and study skills services for student athletes
 - **Office of Supported Instruction** (<http://www.sjsu.edu/supportedinstruction/index.html>) offers courses in Math and Writing to first year students for college success.
 - **TRIO ASPIRE Program** (<http://www.sjsu.edu/aspire/index.html>) offers support services to students from underrepresented groups.
- **Student Health Center** is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782

San José State Writing Center is online at <http://www.sjsu.edu/writingcenter/> and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.

Requirements for Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Requirements for Late Work: *When in doubt, reach out!*

In order for everyone to get timely feedback, it is imperative that all work be turned in on time—this being true for students as much as for the professor. However, life happens. Late work will not be taken without communication. So, ***when in doubt, reach out!*** Communication is key to earning the grade you deserve when life gets in the way. Be in contact, even if you think you will be late. Otherwise, for uncommunicated late work, students will take ***a 10% penalty per day for up to 5 days, at which point the student will receive a 0 for the assignment.***

COURSE COMPONENTS AND GRADING AT A GLANCE

Over the course of the semester, you will engage in a number of process through which to produce products directly aligned to English education teacher preparation. Your final grade will be calculated based on the following scale:

Grading Components	Grade Percentage
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English Teacher Auto-Philosophy	15%
Micro Teaching Lesson	20%
Collaborative Unit Plan	25%
Participation	10%
Critical Inquiry Project in English Education	30%

A plus	A	A minus	B plus	B	B minus	C plus	C	C minus
100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70

D plus	D	D minus	F
69-68	66-63	62-60	59-0

GRADING COMPONENTS

Writing Guidelines: All writing should be in *Times New Roman, 12 pt. font, and double spaced with 1 in margins* all around.

English Teacher Auto-Philosophy (15%)

Throughout the pursuit of an English teaching credential, you have or likely will be asked to write a teaching philosophy. This exercise is typically intended to anchor the choices you will make as an educator, especially when confronted with the moral and ethical challenges of teaching.

An “English Teacher Auto-Philosophy” is different in two primary ways. 1) This philosophy is specific to you as a current or soon-to-be *English* teacher: Why do you want to teach English as opposed to any other content area? And 2) this auto-philosophy is intended to be personal, hence the “auto” or “self” focus of the philosophy: What experiences, identities, and histories shape how you approach teaching English? How might these shape your commitments to teaching English? In essence, how does your unique lived experiences shape why you want to be a teacher of English and thus how you will design learning for your students?

Taking up these questions, you will compose in an approximately *2-page double spaced paper (500 – 750 words)* your “English Teacher Auto-philosophy.” While you will not be asked to share the entire piece with your classmates, you will be asked to share excerpts in class (these will be of your choosing).

Micro Teaching Lesson (20%)

With one or more partner(s), you will conduct a 30-minute mini-lesson addressing some aspect of our anchor text reading for that day—Randy Ribay’s *Patron Saints of Nothing*. You might adopt any approach to the text that interests your group, including an exploration of reader response, critical theory, or compositional approaches to the text. The **main goal** is to prompt discussion about some critical aspect of the book that you believe is important for students.

Your microteaching lesson should a) be guided by learning objectives (at this point, these can be loose goals), b) an agenda, and c) a form or assessment.

Following the micro-lesson you will receive constructive feedback from your peers as well as formal feedback from the instructor based on timing, cohesion, preparedness, engagement, and outcomes.

Collaborative Unit Plan (25%)

Over the course of the semester, you will work with a group of 3-5 of your peers to build a collaborative unit plan. A significant portion of the collaborative unit plan will be built into the course; however, ultimately you will be responsible for presenting a 4-6 week unit, planned on the unit, weekly, and daily level and based around some concept (See Smagorinsky, Chapter 7 for more).

Your unit should be imagined for a particular context of your choosing and should contain at a minimum 1) Big Picture plan, 2) Unit Rationale of 2 -3 double spaced pages, 3) Summative Assessment, 4) Unit Calendar of 4 -6 weeks, and 5) Hook Lesson(s). You will submit your unit plan online via canvas. Use the checklist below and this [Unit Plan Template](#) for guidance.

Participation (10%)

All students begin the course with full participation marks (A+); by contributing actively to class, you will maintain full marks. However, a failure to contribute to discussion, complete activities, or adhere to general timeliness—particularly for any collaborative activities in the course—can result in a loss of points at the discretion of the instructor. If at any point, you are concerned about the loss of participation points, please reach out to the instructor. Communication is key in all things, and even lost points can be regained.

ENHANCEMENT UNIT: Critical Inquiry Project in English Education (CIPEE) (30%)

Writing Guidelines: All writing should be in *Times New Roman, 12 pt. font, and double spaced with 1 in margins* all around. You will upload all components of the CIPEE to Canvas by the assigned date.

The *Critical Inquiry Project in English Education (CIPEE)* consists of four components intended to structure your inquiry into a critical issue in English Education of your choosing. These components are as follows:

CIPEE Components	Grade Percentage
Initial Project Plan	5%
“Work-in-Progress” (WIP) Presentation	5%
Major Project	20%

Initial project plan (5%)

You will prepare a one-pager (approximate) pitching your initial project plan idea. Presented to your peers in class, your initial project plan should provide the following: a) a selected Major Project Type (listed below), b) list of potential sources, c) an outline for the argument(s) of your Major Project, and d) a timeline for completion.

“Work-in Progress” (WIP) Presentation (5%)

On the final day of class, you will present your final paper as a Work-In-Progress (WIP). No more than 3-5 minutes, this presentation should take some shareable form (i.e., shareable pamphlets, a PowerPoint

presentation, etc) and should be instructive in nature: Teach us something, by showing up the expertise you've cultivated through your critical inquiry! This presentation is intended as an opportunity to demonstrate the evolution of your inquiry over the course of the semester as well as to pose any lingering questions you have in support of your Final Project's development

Major Project (20%)

For your **Major Project**, choose one of the following options to complete:

- a. Critical Analysis of Teaching.** In alignment with CalTPA, you might engage in a critical analysis of teaching, whether through ATLAS or through some other form of observation that you secure (at least 10 different 1 hour sessions). These might also be an analysis of your own teaching. Your analysis should be aligned with the course content and integrate research literature. Papers should be 4-5 pages (1000 -1250 words) double spaced and contain at least 5 citations, three of which must come from original research.
- b. Literature Unit Plan.** Based on the principles from the class, create a 4-week unit plan (planned to the daily level) for a group of children you work with currently or may possibly work with in the future. Include (a) the age/grade level of the students, (b) the research that informs your decisions, (c) a detailed description of each activity/assignment the students will complete, (d) the goals set for your unit and a description of how you will know when those goals have been met, (e) a unit plan timeline, and (f) a 1 page (250 words), double spaced rationale for why your unit is necessary/important.
- c. Issues in Young Adult Literature, Media, and/or Culture.** Choose an issue or concern that has arisen for you, and develop an exposition of some approaches to that issue. The issue may be quite broad to begin with (for example, the issue of gender in relation to children's or YA lit; the insider/outsider debate; critical/critical race/feminist/queer issues in children's or YA lit; race/ethnicity as a factor in response); you then need to narrow it so that you can adequately deal with it in the space of the paper. Papers should be 3-4 pages (750-1000 words) double spaced and contain at least 5 citations, three of which must come from original research.
- d. Genre/Author/Illustrator Study.** Take a genre that particularly interests you (such as historical fiction for children, fantasy, or realistic fiction) and explore the issues involved in responding to such a genre. Or choose an author/illustrator that interests you and discuss their work (referencing specific book titles). Papers should be 3-4 pages (750 – 1000 words) double spaced and contain at least 5 citations, three of which must come from original research.
- e. Alternative Option.** You may address another substantial topic or approach of your choice. This might include an artistic project, grant writing, or something other physical product connected to children's literature. You must receive permission from the professor to do an alternative option

University Policies

Per [University Policy S16-9](#), 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 [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

ENED 353 / Methods of Teaching English, Spring 22, Tues 4 – 6:45 PM

Unit 1: Why a Teacher of English?		Skill
<p>Session 1 (2/1)</p>	<p>Critical Inquiry in English Education: Why <i>English</i> Teachers?</p> <p><i>Reading(s):</i> Buehler, “The Power of Questions and the Possibilities of Inquiry in English Education” Morrell, “Critical English Education”</p>	<p>Developing a Critical Inquiry Orientation</p>
<p>Session 2 (2/8)</p>	<p>English and Social Justice: What is the Job of an English Teacher?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. xv - 28 Muhammad, Cultivating Genius, “Intro” De Los Ríos et al., “Upending Colonial Practices” Baker-Bell et al., “The Pain and the Wounds”</p>	<p>Developing Visions & Values</p>
<p>Session 3 (2/15)</p>	<p>The Power and Pedagogy of English(es): What does it mean to teach “English”?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 29 - 55</p>	<p>Expanding what counts as “English”</p>

	<p>Smagorinsky, <i>Teaching English By Design</i>, Chapter 1 Muhammad, <i>Cultivating Genius</i>, Chapter 2</p> <p>Choose 1: Baker-Bell, <i>Linguistic Justice</i>, Chapter 1 Seltzer & De Los Rios, “Translating Theory to Practice”</p> <p>Due in Class: English Teacher Auto-Philosophy</p>	
Due 2/15: English Teacher Auto-Philosophy		

Unit 2: Designing Units for English Language Arts (ELA)		Skill
Session 4 (2/22)	<p>The Units of Teaching English: What (and who) to center in teaching English?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 56 - 89 Smagorinsky, <i>Teaching English By Design</i>, Chapter 7, 8, 10 Muhammad, <i>Cultivating Genius</i>, Chapter 3, 4, & 6</p>	Unit Planning
Session 5 (3/1)	<p>Assessment Beginning to End: How do we know we’re teaching what we intended to?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 90 - 117 Smagorinsky, <i>Teaching English By Design</i>, Chapter 4 & 5</p>	Choosing Assessment; Alignment
Session 6 (3/8)	<p>Standards for Teaching English: How do we know what topics to teach?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 118 - 145 Borsheim-Black & Sarigianides, <i>Letting Go of Literary Whiteness</i>, Chapter 2 California Common Core State Standards (Intro & pgs. 45 – 76)</p>	Unpacking Standards; Scaffolding Instruction
Session 7 (3/15)	<p>Teaching English Day-to-Day: How do you invest students in English every minute?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 146 - 174 Smagorinsky, <i>Teaching English By Design</i>, Chapter 11, 13, 15</p>	Lesson Planning; Direct Instruction

Due 4/1: Collaborative Unit Plan		

Unit 3: Techniques for Teaching ELA		Skills
Session 8 (3/22)	<p>Selecting Texts from Canon to the Censored: How do we know what texts to teach?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 175 - 201 Muhammad, <i>Cultivating Genius</i>, Chapter 7 Bishop, “Mirrors, Windows, and Doors” Borsheim-Black & Sarigianides, <i>Letting Go of Literary Whiteness</i>, Chapter 4</p>	Text Selection
SPRING BREAK		
Session 9 (4/5)	<p>Close Reading Reader Response: What do we assess when students read?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 202 - 230 Smagorinsky, <i>Teaching English By Design</i>, Chapter 6 Appleman, <i>Critical Encounters in Secondary English</i>, Chapter 3 Borsheim-Black & Sarigianides, <i>Letting Go of Literary Whiteness</i>, Chapter 3</p>	Annotation Strategies
Session 10 (4/12)	<p>Critical Theories and Literature: When and how do we teach theory?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 231 - 266 Bettina Love, <i>We Want to Do More Than Survive</i>, Chapter 6 Randy Ribay, “Critical Theory as Preparation for the World”</p>	Scaffolding Questions; Discussion Strategies
Session 11 (4/19)	<p>Composing the Self: How do we teach composition?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 267 - 285 Murray, “Teach Writing as a Process Not Product” Yagelski, “Writing as Praxis”</p>	Integrating Writing
Session 12 (4/26)	<p>Composing Together Online: What does Teaching English mean in a 21st Century Digitally Networked world?</p>	Integrating Technology

	<p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 286 - 301 Thomas and Stornaiuolo, “Restorying the Self” Hicks & Turner, “No Longer a Luxury: Digital Literacy Can’t Wait”</p>	
<p>Session 13 (5/3)</p>	<p>Emotions of English Teaching: How do we Teach English for Life?</p> <p><i>Reading(s):</i> Ribay, <i>Patron Saints of Nothing</i>, pgs. 310 - 318 Dutro, <i>The Vulnerable Heart of Literacy</i>, Chapter 2 Dunn & Johnson, “Loss in The English Classroom”</p>	<p>Teacher Well Being Strategies</p>
<p>Session 14 (5/10)</p>	<p>WIP Presentation</p>	
<p>Due Ongoingly: Micro-Teaching Lesson</p>		

EXTENSION HOUR: Critical Inquiry Project in English Education (CIPEE)

Due: May 15, 2022 by 11:59PM via Canvas