

Seminar in English Education Section 01

ENED 365

Spring 2023 2 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/15/2023

Contact Information

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Office: FOB 108

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

N/A

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 Goals

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 spring. 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 your experiences.

I also envision this course as a kind of supplement to the methods course you took. During each session, we'll introduce and play around with some useful practices for teaching English in a variety of contexts. In the first part of the course, I'll provide these practices, sharing some of the research basis behind them and ideas for how they could be implemented in an English classroom. I'll then challenge you to try out these practices in your placements and see what happens. As we progress through the fall, I'll ask you to share some of the other things you've tried in your own teaching. We'll discuss what we can learn with and from these practices and we'll imagine different ways you might apply each in your respective placements.

The class will further support you with Cycle 2 of the CalTPA. I'll be honest, though, that I'm conflicted with the prospect of organizing a class around a standardized test. CalTPA is necessary, for now, and mostly reflects sound teaching practice, but its demands can come to crowd out the more important work teacher candidates do as they learn to become teachers. And of course we didn't become English teachers to teach to a test. So we'll work on CalTPA in this course, but we'll do so with an eye towards thinking beyond the exam: focusing primarily on our development as professional teachers.

A final requirement asks you to read a recent literary text over the course of the semester. It can be hard to make time to read as a teacher (especially a beginning one), but continuing to grow yourself in that way is important, both for yourself (for your creative and linguistic capacity, and your soul) and also for your students: you'll create better lessons, give better feedback, and hold better discussions if you have an active sense of what it's like to be a reader. This activity will help you practice continuing to be present in the literate world. So: you'll join up in groups and choose one book from the list below to read on your own this spring. We'll have brief check-ins, discussions, and writing activities about your reading experience during seminars throughout the semester.

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

Course Learning Outcomes (CLOs)

N/A

Course Materials

None

Course Requirements and Assignments

1. Participate in each of the ten seminar meetings.
2. Follow the requirements for your teaching delineated in the Student Teacher Handbook.
3. Read a book of your choice from the list below.
4. Write, practice, play, discuss, question.

Grading Information

Teacher candidates are graded in ENED 365 with CR (Credit) or NC (No Credit). Candidates must fulfill the course requirements to meet the criteria of "CR."

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](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 [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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.

Course Schedule

<i>Date</i>	<i>Agenda</i>
1/26	Introductions; placement discussion; teaching poetically.
2/2	Placement discussion; close writing.
2/9	Workshop: Academic Language & ELL Students with Ivon Rodriguez, Teacher, ESUHSD.
2/16	Placement discussion; figurative assessment.
2/23	Placement discussion; teaching videos; associative objects.
3/9	Placement discussion; social justice pedagogy & affect w/ Dr. Erica Colmenares, professor of Humanities, SJSU.
3/23	Placement discussion; teaching videos; sharing practices from placements.
4/6	Placement discussion; teaching videos; sharing practices from placements.
4/20	Workshop: Job Search with Paula Robinson, HR Director, FUHSD.
5/4	Conclusions.