

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

**Department of Secondary Education**

**Spring 2024 • S ED 525EN**

**Methods of Teaching Secondary English**

Meeting Time: Wednesday 4:00PM - 6:45PM

Location:

Instructor: Name of Instructor

Office Telephone: (818) 677-XXXX

E-mail: email address

Office Hours: Times/Dates

**The Michael D. Eisner College of Education**

**Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

**Course Objectives:** This is the planning course for your English credential. The focus is on teaching you how to plan effective, student-centered, standards-based instruction and related assessments that will help you gauge student learning in response to your instruction.

**Students will be able to:**

- recognize and apply theories, issues, & best practices central to the teaching of the English language arts;
- select appropriate materials and activities for CCSS-aligned composition, reading, literature, language, and speaking and listening instruction for students of varying abilities, grade levels, and cultural backgrounds;
- develop CCSS-aligned short-term and long-term lessons (e.g., daily lessons as well as unit plans) that integrate the teaching of composition, reading, literature, language, speaking, and listening;
- develop and use a variety of methods for the assessment of student learning in English classes;
- self-assess their educational philosophies and instructional practices;
- write effective, complete CCSS-aligned lesson plans;
- demonstrate proficiency in California's Teaching Performance Expectations (TPEs); and
- identify resources for continued professional development.

### **Classroom Commitments and Community Agreements**

This course is guided by a shared commitment to equity, inclusion, and the humanity of all learners. The following agreements reflect the values we will uphold as a learning community. They are not just policies, but principles that shape how we engage with each other, with texts, and with the world. These commitments are rooted in a belief that every student brings valuable experiences, knowledge, and ways of using language into our shared space.

**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.

In practice, this means that in this course we will:

- Support multilingual and multidialectal use of language as a resource for learning and expression (rather than coming from an English Only or an English First approach)
- Encourage participants to draw on all of their language resources to read, understand, connect, making meaning from, and represent what they are learning/know.
- Highlight the importance of teaching students about the politics and power of language, powerful language practices, and effective choices with writing situated within diverse rhetorical situations.

**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 student’s 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.

## Our Work

We are in service to young people; we honor them with our work. So, how do we make the act of reading and writing relevant to our students? How do we expand the canon and challenge the language of power? How do we cultivate a relationship with words--amplify their voice? We must find the answers, for “young people are the antidote to our hopelessness.”

Inspired from [Jason Reynold’s conversation with Trevor Noah](#) on *The Daily Show*.

## Texts

- The weekly assigned articles will be provided on the class Canvas website.
- Young adult novel for Literature Circles: You will select a YA novel from a class-generated list for a literature circle. A copy (library or personal) will be needed—purchasing may be necessary if a library copy isn’t available.



## Assignments


- **Class Participation:** This includes preparation, group work, reading responses, and contributions to discussions.
- **Interactive Notebook:** I will provide you with a digital notebook, though you can also keep handwritten notes. Your interactive notebook will be the basis for two self-reflection responses during the semester. We will also use these notebooks as a starting place for class discussions. See Canvas for specific directions.
- **Mini Lesson Plan and Rehearsal:** You will plan a 10-minute CCCSS-aligned language lesson, present it to a group of classmates for peer response, and submit the written plan for a grade.
- **Imitation Writing for Publication:** You will complete this writing assignment to be used in Writer’s Workshop with your peers. You will revise it in response to group comment and submit it on Canvas for publication.
- **Lesson Plan:** You will create a detailed CCCSS-aligned lesson plan focused on teaching writing.
- **Lit Circle Book and Discussion:** You will read a young adult novel and will discuss with classmates.
- **Unit Plan:** You will create a multi-day sequential CCCSS-aligned unit plan

## Weekly Overviews

The course outline below is the framework for this course. The weekly tasks and assignments are subject to change. I will make every effort to notify you in advance about any changes.

<b>Week 1</b>	<b>Date</b>
Area of Focus	<b>Building Foundations</b>
Class Activities	<ul style="list-style-type: none"> <li>• Intro/Getting to know each other</li> <li>• Knowing the “what” and the “why”</li> <li>• Reflections on Teaching and Learning</li> </ul>
Preparing for Next Class	<p><i>Read</i> Fisher &amp; Frey: “Gradual Release of Responsibility Instructional Framework”</p> <p><a href="#">Building Fluency A Guide to 6-12 ELA/Literacy Practices (7.5)</a></p> <ul style="list-style-type: none"> <li>• Part 1: Understanding Fluency</li> <li>• Part 2: How English Language Arts Instruction Supports Fluency</li> <li>• Part 3: Building Fluency During English Language Arts Instruction</li> </ul> <p>WWC, Recommendation 3, Part A: “Build students’ world and word knowledge so they can make sense of the text” (7.5)</p>
<b>Week 2</b>	<b>Date</b>
Area of Focus	<b>Literacy Pedagogy &amp; Planning: Foundational Literacy Concepts</b>
Class Activities	<ul style="list-style-type: none"> <li>• Reading analysis (Fisher &amp; Frey; WWC)</li> <li>• Group discussion: What does fluency instruction look like?</li> <li>• Practice identifying language demands in texts (7.5)</li> <li>• Lesson plan modeling</li> </ul>
Preparing for Next Class	<p><i>Read</i> Reed Marshall: “To Correct or Not Correct: Confronting Decisions about African American Students’ Use of Language Varieties in the English Classroom”</p> <p><b>Choose one</b></p> <ul style="list-style-type: none"> <li>• Baecher: “Differentiated Instruction for English Language Learners: Strategies for the Secondary English Teacher”</li> <li>• Mota-Altman: “Academic Language: Everyone’s ‘Second’ Language”</li> </ul>
<b>Week 3</b>	<b>Date</b>
Area of Focus	<b>Language Instruction</b>
Class Activities	<ul style="list-style-type: none"> <li>• Strategies for explicit vocabulary and grammar instruction</li> <li>• Station Rotation - reading synthesis: Reflection on Culturally Relevant and Responsive Language Practices</li> <li>• Lesson Planning: <ul style="list-style-type: none"> <li>o Explaining and Modeling Content</li> <li>o Preparing for Rehearsal</li> </ul> </li> <li>• Lit Circle Book Group Selection</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <ul style="list-style-type: none"> <li>• CWPA, NCTE, &amp; NWP: “Framework for Success in Postsecondary Writing”</li> <li>• Emig: “Writing as a Mode of Learning”</li> <li>• Newkirk: “Our Literary Minds: Rethinking Nonfiction”</li> </ul> <p><i>Watch</i></p>

	<ul style="list-style-type: none"> <li>● Watch: Clint Smith: <a href="#">The Danger of Silence</a></li> </ul> <p><i>Do</i></p> <p> Rehearsal Lesson Designed</p>
<b>Week 4</b>	<b>Date</b>
Area of Focus	<b>Writing Instruction: The Role of Writing in Thinking and Learning</b>
Class Activities	<ul style="list-style-type: none"> <li>● Rehearsal Preparation: How do you sequence instruction?</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <ul style="list-style-type: none"> <li>● Aungst: “Using Webb’s Depth of Knowledge to Increase Rigor”</li> <li>● Gallagher: “Making the Most of Mentor Texts”</li> <li>● Lindblom: “School Writing vs. Authentic Writing”</li> </ul> <p><i>Review</i></p> <ul style="list-style-type: none"> <li>● ELA Writing Anchor Standards</li> </ul>
<b>Week 5</b>	<b>Date</b>
Area of Focus	<b>Scaffolding Student Voice Through Genre and Mentor Texts</b>
Class Activities	<ul style="list-style-type: none"> <li>● Rehearsals - students teach lessons in small groups</li> <li>● Mentor texts and imitation writing (Mentor texts as scaffolds for writing)</li> <li>● Writers Workshop</li> <li>● Genres and Text Structures</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <p>Brannon: “The 5 Paragraph Essay and the Deficit Model of Education”</p> <p>Wiggins: “Real-World Writing: Making Purpose and Audience Matter”</p>
<b>Week 6</b>	<b>Date</b>
Area of Focus	<b>Revision as Reflection: Looking Backward and Forward</b>
Class Activities	<ul style="list-style-type: none"> <li>● Discussion of Text and Authentic Writing</li> <li>● Looking at Lesson Planning</li> <li>● Revision</li> <li>● Reflections on Interactive Notebooks</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <p>Tsujimoto: “Revisioning the Whole”</p> <p>Bardine: “Beyond the Red Pen”</p> <p>Lalor: “<a href="#">Feedback that Empowers Students</a>”</p> <p><i>Do</i></p> <p> Imitation Writing draft for publication</p>
<b>Week 7</b>	<b>Date</b>
Area of Focus	<b>Writing Instruction and Designing a Lesson Plan</b>
Class Activities	<ul style="list-style-type: none"> <li>● Teaching Revision</li> <li>● Feedback</li> <li>● Evaluation</li> <li>● Using Student Work to Design and Inform Instruction</li> </ul>
Preparing for Next	<i>Read</i>

Class	<p>Langer: "Guidelines for Teaching Students to Read and Write Well"</p> <p>Burke: "Developing Textual Intelligence"</p> <p>Mastroleo: "<a href="#">Here's What the Science of Reading Looks Like in My High School Classroom</a>"</p> <p><i>Do</i></p> <p>Bring a draft of your writing lesson for workshopping.</p>
<b>Week 8</b>	<b>Date</b>
Area of Focus	<b>Bridging the Connection Between Reading and Writing</b>
Class Activities	<ul style="list-style-type: none"> <li>• Writing Lesson Peer Review</li> <li>• Reviewing the CAASP (Smarter-Balanced)</li> <li>• Jigsaw on Langer's Six Features: Identifying Formative Assessment Practices in Effective ELA Instruction (7.10)</li> <li>• YA Lit Circle Discussions</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <p>Immormino: "Reading with a Deeptime Perspective in the High School Classroom"</p> <p>Wolf: "Reading Lessons from Proust and the Squid" (Ch. 1 from book of the same title)</p> <p>Providing Reading Interventions for Students in Grades 4–9</p> <p><i>Do</i></p> <p> Lesson Plan: Teaching Writing</p>
<b>Week 9</b>	<b>Date</b>
Area of Focus	<b>Reading with Purpose: Eliciting and Interpreting Student Thinking</b>
Class Activities	<ul style="list-style-type: none"> <li>• Publishing - Share Class Publication of Imitation Writing</li> <li>• Writing Lesson Plans Due - in-class reflection</li> <li>• Guidelines for Teaching Students to Read and Write Well (7.10)</li> <li>• What gets privileged in reading</li> <li>• Reading Standards - a closer look</li> <li>• Eliciting and Interpreting Student Thinking</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <p>Ebarvia "Disrupting Texts as a Restorative Practice"</p> <p>Ervin "Critically Reading the Canon: Culturally Sustaining Approaches to a Prescribed Literature Curriculum"</p>
<b>Week 10</b>	<b>Date</b>
Area of Focus	<b>Equity in Literacy: Designing for Access and Inclusion</b>
Class Activities	<ul style="list-style-type: none"> <li>• Challenging Texts</li> <li>• Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies</li> <li>• Considering Teaching Reading</li> <li>• Engaging the Reluctant Reader &amp; Engaging the Struggling Reader <ul style="list-style-type: none"> <li>o In class: <a href="#">How to Teach Morphology in Literacy (with Examples)</a></li> </ul> </li> <li>• Eliciting and Interpreting Student Thinking (7.10)</li> <li>• Beginning the Unit Plan</li> </ul>
Preparing for Next Class	<p><i>Read</i></p> <p>Probst: "Dialogue with a Text"</p> <p>Johannessen: "Strategies for Initiating Authentic Discussion"</p> <p><i>Do</i></p> <p>Finish and be prepared to discuss your YA novel for Lit Circles</p>

	Begin the Unit Planning Brainstorming Sheet
<b>Week 11</b>	<b>Date</b>
Area of Focus	<b>Building Reading Communities</b>
Class Activities	<ul style="list-style-type: none"> <li>● Check-in</li> <li>● Lit Circle Discussions</li> <li>● Reading Instruction <ul style="list-style-type: none"> <li>○ Envisionment Building</li> </ul> </li> <li>● Literature Circles</li> <li>● Unit Plan</li> </ul>
Preparing for Next Class	<p><i>Read</i>  Jan and Kari: <a href="#">How to Teach Morphology in Literacy (with Examples)</a>  Bean "Novice and Expert Readers"  Gallagher "Reversing Readicide"</p> <p><i>Do</i>  Draft Unit Planning Overview</p>
<b>Week 12</b>	<b>Date</b>
Area of Focus	<b>Designing Responsive Instruction for Diverse Learners</b>
Class Activities	<ul style="list-style-type: none"> <li>● Collaborative Learning</li> <li>● Making Reading Visible: Unpacking Morphology and Syntax through a Teaching Lens (7.5)</li> <li>● Using Nonfiction/Informational texts in the ELA classroom - including strategies for support</li> <li>● Incorporating ELD Standards</li> <li>● Unit Planning Overview - Peer Support</li> </ul>
Preparing for Next Class	<p><i>Read</i>  NCTE policy brief: "Culturally Responsive Approaches to the Teaching of Literature in the Secondary English Classroom"  Ribay: "<a href="#">Critical Theory as Preparation for the World</a>"</p> <p><i>Do</i>  Work on a draft of your Unit Plan Snapshot. Exchange with assigned partner for peer feedback.</p>
<b>Week 13</b>	<b>Date</b>
Area of Focus	<b>Critical Theories and Literature</b>
Class Activities	<ul style="list-style-type: none"> <li>● Collaborative Reading Protocol</li> <li>● Group analysis of classroom scenarios</li> <li>● Critical Theory Toolbox</li> <li>● Connecting Theory to Practice</li> </ul>
Preparing for Next Class	<p><i>Read</i>  Gewertz, "<a href="#">How Much Should Teachers Talk in the Classroom? Much Less, Some Say</a>"  Gonzalez: "<a href="#">The Big List of Class Discussion Strategies</a>" (<a href="#">Cult of Pedagogy</a>)  Wolfe: "Emotional Scaffolding: Creating Safe Spaces for Voice"</p> <p><i>Do</i>  Keep working on that unit plan. Please bring a draft of your Unit Quick Snapshot and Commentary.</p>
<b>Week 14</b>	
Area of Focus	<b>Date</b>

Class Activities	<b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>• Tools for facilitating discussions</li> <li>• Collaborative learning versus group work</li> <li>• Unit Plan prep</li> <li>• Workshopping Unit Plans</li> </ul>
Preparing for Next Class	<i>Do</i> Preparing to submit the unit plan
<b>Week 15</b>	<b>Date</b>
Area of Focus	<b>Looking Back, Thinking Forward: Reflection as Inquiry</b>
Class Activities	<ul style="list-style-type: none"> <li>• Unit Plan Submissions</li> <li>• Revisiting topics for further discussion and exploration</li> </ul>
Preparing for Next Class	
<b>Week 16</b>	<b>Date</b>
Area of Focus	<b>The Story of Your Learning Journey</b>
Class Activities	<ul style="list-style-type: none"> <li>• Wrap-up Thoughts</li> <li>• End of Semester: Reflection and Self-Evaluation</li> <li>• Conferences</li> </ul>

\*All reading should be completed prior to the class session listed on the course syllabus.



Pages on which TPEs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

**TPE 7 Providing Effective Literacy Instruction**

7.5 p. **4**, **4**, **7**

7.10 p. **6**, **6**, **6**