

**CI 161SE: English Methods and Materials**  
**Spring 2010**

Professor: Dr. Kathleen Godfrey

Office: PB 441

Office Hours: M 11:30-3:30, W 2:30-3:30

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Section: 33091

Meeting Times: 4-5:15 M, W

Classroom: FFS 208B

Phone Number: 278-4919

Required Texts:

Burke, Jim. *The English Teacher's Companion*. Any edition.

Cisneros, Sandra. *The House on Mango Street*. Any edition.

E-Reserves Materials (labeled ER on course outline; access online through library, use password "teacher")

Articles on Blackboard

JSTOR (online database available through Madden Library website)

Internet (websites given on syllabus)

Course Description:

During the course of your education as an undergraduate, the state required that you become an expert in English studies. You've studied such topics as literary analysis, the canon, critical theory, the writing process, and linguistics. In CI 161, we work on helping you learn to apply your expertise to the English/Language Arts classroom. What you learned as an undergraduate has given you the cognitive and analytical skills necessary to become a good teacher, but usually it takes work and the willingness to shift your thinking in order to make the transition to being a teacher. Think about it. You're used to doing what the teacher requires you to do in a classroom without really considering what kinds of thinking pertain to the planning, preparation, and delivery of a class. Moreover, the kinds of knowledges you were expected to learn as an undergrad, the kinds of activities you did in class, and the kinds of assumptions teachers made about what you know and can do are very different from what you'll find in a secondary school.

Enter CI 161. This class focuses on both the practical and the theoretical related to English/Language Arts pedagogy. Specifically, we will study not only different activities that teachers can do in secondary classes but why those activities are of value and how they help students learn. In fact, metacognition, i.e., thinking about how we think, is essential in this class. We will analyze the thinking of adolescent learners, and we will also analyze our own processes of cognition. In addition, we will consider issues related to contemporary English/Language Arts instruction. What are the content standards and how do they relate to good teaching? How do we help students improve their reading comprehension? How do we help students learn to love literature and interpret it well? How can we help students become better writers, and what does it mean to be a good writer? How do we scaffold in order to maximize student learning? How do we become skilled and effective writers of curriculum? These are some of the questions we will address during the course of this class. In essence, then, this class affords you the opportunity to leave behind the role of student and move towards becoming an effective teacher. By the end of the class, you should be able to articulate your ideas about what a good teacher is and does; you should also be able to define who you are as a teacher.

## Objectives:

The California Commission on Teacher Credentialing (CCTC) has established items necessary to English Single Subject Pedagogical Preparation. This class has been designed to teach, reinforce, and allow reflection on these skills/and knowledge. In addition, CI 161 will also address the following CCTC expectations.

1. Students will learn the best practices of English/Language Arts Teaching ( TPE 1B, TPE 4, TPE 5, TPE 6).
2. Students will reflect on best practices related to Teaching Performance Expectations ( TPE 1B, TPE 4, TPE 5, TPE 6).
3. Students will use and reflect on technological resources appropriate for English/Language Arts instruction.
4. Students will understand how to design lessons appropriate for English Language Learners ( TPE 7).
5. Students will understand how to design lessons appropriate for other special populations in the general education classroom ( TPE 8).
6. Students will learn how to monitor student learning and use assessments to influence and adapt curriculum and individual lessons (TPE 2, TPE 3).
7. Students will learn and practice skills associated with curriculum design and instructional planning (TPE 9, TPE 10).
8. Students will understand reader response theory and a cognitive approach to teaching writing which produces a more learner centered classroom (TPE 11).
9. Students will consider their professional, legal, and ethical obligations as a teacher (TPE 12).
10. Students will become acquainted with a variety of resources that will support them in their professional growth (TPE 13).

## Course Requirements:

Unit Plan	200
Midterm	100
Final	25
Assignments	70
Other Homework	15
Ning/Blackboard Posts	30

Grades will be assigned according to a percentage scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and below = F. Note: you need to maintain a B average in order to move into the final phase of student teaching.

Unit Plan: See attached unit plan requirements. Note that you can access sample units on the ning.

Midterm: You will be writing a take home midterm. Please note the day the midterm will be distributed and make sure to be in class or arrange some way to get a copy of the midterm. You will have a limited time period to write your response which should include references from class reading. It also should exemplify your ability to conceive of, frame, and make a convincing argument. Moreover, the midterm essay should

demonstrate your expertise in grammar, punctuation, syntax, proofreading and MLA documentation.

Final Exam: Your final exam will be an oral presentation based on your thematic unit. Instructions will be given towards the end of the semester.

Assignments and Other Homework: See attached thematic unit assignments for details. You will also be doing three Double Entry Journals (DEJs). DEJs demand that you read with purpose and reflect/ analyze/interpret the assigned texts before you come to class in order to improve your reading comprehension and interpretive skills. There are no right/ wrong answers in a DEJ, but push yourself toward more complex thinking.

Draw a line down the middle of each page. On the left side, record at least three quotes from the assigned authors on that particular day (unless only one author is assigned). Include the page number. On the right side of the page, record your interpretations, analyses, and/or reflections on each quote. The double-entry format enables you to create a dialogue between the ideas and passages. Please type these entries. Any late work will automatically be reduced one full letter grade for each class meeting late.

Ning Posts: You will need to post on the ning when assigned a topic in class. You must post by the following class period, then respond to at least two posts by the next class period. Each assigned response will be worth a total of 5 points (3 points for the initial response and 1 point each for 2 replies to your peers). Topics will be assigned 6-8 times. No late work will count, so be sure to contact a fellow student or check the ning if you are absent.

Attendance: I strongly suggest that you attend every class period. I will allow four absences without explanation, but exceeding that amount will result in a 20 point deduction from your final point total for every class missed. In addition, three tardies (or occasions where you leave class early) will equal one absence. Keep in mind that you are responsible for all material presented in class as well as any announced homework and changes to syllabi, assignments, and grading policies even if you are absent. If you miss any part of class, see another student for assignments, handouts, and class notes.

### **Classroom Etiquette:**

- 1. Be in class and ready to go at the time class starts.**
- 2. Please do not leave class early (even temporarily). Any personal business should be completed before or after class time.**
- 3. Turn off cell phones before class begins.**
- 4. If you bring a computer to class, you should use it only to take notes unless the instructor indicates otherwise.**
- 5. Be respectful of classmates and the professor.**
- 6. Participate in class discussion, small group work, in-class writing and all class activities.**
- 7. Please don't make excuses (or give explanations) to me about tardies, absences, etc. I lay out my policies and trust you to make adult and professional decisions that fall within the parameters outlined.**

**Conferences: Please make an appointment with me whenever you need help, are concerned about your work, or just want to talk about the class. I am willing to make appointments at other times when necessary. Also, feel free to email me with any questions.**

### **University Policies**

See all required syllabus policy statements at the following URL:

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

This will include statements concerning:

Students with Disabilities, Honor Code, Cheating and Plagiarism, Computers, Disruptive Classroom Behavior, and Copyright Policy

## Tentative Course Schedule

**January 25:** Introductions to each other and to course content.

**January 27:** ER: Paolo Freire's "Pedagogy of the Oppressed"; **Double Entry Journal (DEJ) due**

### CURRICULUM DESIGN

**February 1:** ER: Smagorinsky, "What Students Know and What Schools Assess"; Burke, "Composing a Curriculum: How to Plan a Unit of Study"

**February 3:** ER: Smagorinsky, "Planning Backwards: How Endpoints Suggest Pathways"; read the English/Language Arts standards for the grade you will target in your unit. You can access them at <http://www.cde.ca.gov/be/st/ss/index.asp>

### TEACHING READING COMPREHENSION

**February 8:** BB: Bean, Chappell, and Gillam, "The Special Demands of Academic Reading"; JSTOR: Carl Bereiter and Marlene Bird, "Use of Thinking Aloud in Identification and Teaching of Reading Comprehension Strategies";

**Assignment #1 Due**

**February 10:** BB: McKeown and Beck, "Direct and Rich Vocabulary Instruction" and BB: Scott and Nagy, "Developing Word Consciousness"; Burke, "The Place and Purpose of Vocabulary Instruction"

### TEACHING LITERATURE

**February 15: President's Day Holiday**

**February 17:** JSTOR: Louise Rosenblatt, "The Aesthetic Transaction" and "Literature: The Reader's Role"; Finish Cisneros, The House on Mango Street<sup>1</sup>; **Homework Due: DEJ on Cisneros**

**February 22:** Burke, "Teaching Reading in High School: The Continuum of Possibilities"; **Assignment #2 Due**

**February 24:** JSTOR: Arthur Applebee, Judith A. Langer, Martin Nystrand, and Adam Gamoran, "Discussion-Based Approaches to Developing Understanding: Classroom Instruction and Student Performance in Middle and High School English"—this is a long article . . . it's okay to skim over parts and focus on the parts you find most important

**March 1:** ER: Martin Nystrand, "Dialogic Instruction: When Recitation Becomes Conversation"

**March 3:** ER: Patrick Dias (listed under Judith Langer), "Literary Reading and Classroom Constraints: Aligning Practice with Theory"; JSTOR: Ann S. Beck, "A Place for Critical Literacy"; **Assignment #3 Due**

**March 8: Furlough Day**

**Assignment:** Midterm prompt posted on Blackboard, bring questions Wednesday.

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<sup>1</sup> Bring Cisneros to class every day from February 17- March 10.

**March 10:** Karen Marguth, Literature Circles (materials on E-Reserve)

**March 15: Midterm Due;** bring your favorite young adult literature to share

**March 17:** JSTOR, Janet Emig, "Writing as a Mode of Learning" and JSTOR, Flower and Hayes, "A Cognitive Process Theory of Writing"

**Homework Due:** DEJ

**March 22:** BB: Arthur Applebee and Judith Langer, "What is Happening in the Teaching of Writing"; **Assignment #4 Due**

**March 24: Furlough Day**

**Assignment:** Burke, "Teaching Writing: From Practice to Performance"; post on Ning

**March 29: Spring Break**

**March 31: Spring Break**

**April 5: Furlough Day**

**Assignment:** Burke, "Measuring Student Progress"; post on Ning

**April 7:** ER: Deborah Dean, "Introduction" and "Becoming Strategic"; **Assignment #5 Due**

**April 12:** ER: Deborah Dean, "Explaining Genre" and "Teaching Genre Concepts"

**April 14:** Deborah Dean, "Strategies for Drafting: Considering Audience"; **Assignment #6 Due**

**April 19:** JSTOR, Mike Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block";

**April 21:** ER: Constance Weaver, "Learning Theory and the Teaching of Grammar" and ER: "Teaching Grammar in the Context of Writing"

**April 26:** BB: Linda Harklau and Rachel Pinnow, "Adolescent Second-Language Writing"; **Assignment #7 Due**

**April 28:** ER: Brian Huot, "Toward a New Discourse of Assessment for the College Writing Classroom";

**May 3:** Writing workshop. **Draft of Unit Plan Due.**

**May 5:** Burke, "Digital Literacy: Technology in the English Class" and "Media Literacy: Reading the Visual and Virtual Worlds"

**May 10:** BB: James Marshall, "Divided against Ourselves: Standards, Assessments, and Adolescent Literacy"

**May 12: Unit Plan Due.** Discussion of oral presentation/final.

**Final Exam: May 17, 5:45-7:45 p.m.**

## CI 161: Spring 2010 Unit Plan Requirements

Getting Started: As a way of moving outside of more traditional approaches to teaching, you'll need to organize this unit thematically. That means you won't begin with a text or writing project in mind. Rather, you'll think about an idea that you feel students would value exploring, an idea that students can connect to. For example, students would likely be engaged by an exploration of the failures of the American Dream, but how motivated would they be if your central idea were how to write a research paper? Certainly writing and reading will be an integral part of your unit, but think of a thematic "hook" that you can use to get students interested in ideas. You'll build from that hook rather than from teaching a specific text. As you begin,

- Reflect on readings and class discussion.
- Remember to consider your assumptions/beliefs about teaching—and design a unit that reflects your views.
- Choose the grade level you will target for your unit and keep this grade level in mind throughout the curriculum development process.
- In choosing the theme of your unit, remember that it must incorporate reading, writing, listening, and speaking.
- This unit must fit into 3-4 weeks so choose a topic that is appropriate for that length of time.

All units are organized around three basic concepts: what, how, and why. Effective units should communicate a sense of **what** you are teaching, **how** you are delivering this material/experience, and **why** this is all worth doing. These characteristics are embedded in the following required elements of your unit:

1. Introduce your unit, describing its theme, purpose and audience. Be sure to include the title of your unit on the first page. Describe the audience/class you have in mind. Include both **who** you are teaching and, briefly, **how/why** this unit responds to their needs. What grade level are the students? To what characteristics of this age group does your unit respond? What important factors in the community, school, and/or classroom influenced your curricular decisions? Also include information about the length of the class period and any other pertinent information in this section.
2. List your unit's learning outcomes. This list could include student mastery of general knowledge (information/facts), development and practice of applied knowledge (strategies or processes), and formation of opinions and beliefs about a variety of topics/ideas (about language, living, the world, etc.). These should be your BIG goals for the unit. They should pinpoint the most important things you want students to get out of your unit. As a result, you likely won't have more than six-eight outcomes, but you should have at least one related to each of the following: reading comprehension, literary interpretation, and writing

When I look at your learning outcomes, I'll be interested in what you want your students to learn; often these statements will begin with the phrase "Students will be able to . . ." I expect you to be specific in terms of what you want students to learn; however, you don't need to specify the percentage of students that will achieve competency. Be sure to include the standard/s that your objective corresponds to. For example, "Students will learn how to use freewriting to generate descriptive material for their personal essay (See Grade 8: Writing 2.1c)." Note: don't just state what students will do in the unit. Use these outcomes to get at what you want students to learn.

3. Include a list of texts you'll use with very brief summaries (one or two sentences). You must include at least one text from each of the following genres: fiction, non-fiction, and poetry.
4. Create a calendar (no more than two pages) to give an overview of the unit.
5. Prepare brief lesson plans for each class period in which you indicate your objectives and the content of each class meeting. We'll discuss the format in class. Give enough detail that someone could pick up your unit and teach it. Keep in mind, though, that if the day's activity involves introducing a writing assignment, you should include the prompt and an evaluation plan/guide/rubric. In these lesson plans, it's fine to "borrow" activities and materials from other sources, just be sure that most of your work is original thinking—and if you do borrow material, acknowledge the source using MLA format.
6. Incorporate technology in your unit.
7. Defend your unit in a well-developed statement of rationale. This should help your reader to understand the **why** part of your unit.
  - A. Why is this unit worth doing?
  - B. Why have you organized and sequenced the unit as you have? What learning outcomes governed your choices in the unit?
  - C. Why are the materials you chose appropriate?
  - D. Why did you choose to assess as you have? What kinds of pre-assessments, formative assessments, and summative assessments have you used and why?

Your rationale should convince someone that what you have put together is well thought out, meaningful, and interesting. This document is an expression of who you are as a teacher and what you know about teaching at this point. Use everything at your disposal (reading and experience) to make a good case for the value of your unit. You must back up what you say with the readings from this semester. Since I don't assign a final about writing instruction similar to the midterm (about reading and literature instruction), I expect one element of your rationale to be a solid presentation of your writing pedagogy as it relates to the choices you've made in your unit. The rationale should be a substantial piece of writing (around 5 pages long)

6. To recap, then, your unit will contain the following sections: 1) Introduction 2) Objectives 3) List of texts. 4) Calendar 5) Daily lesson plans 6) Rationale  
YOUR UNIT MAY **NOT** EXCEED 20 PAGES.

## Thematic Unit Plan Assignments

During the course of the semester, you'll do a number of assignments to encourage thinking about your unit. Because you are learning and will presumably have a much better understanding of curriculum design at the end of the semester, these assignments are not necessarily specific parts that are directly transferable to the final unit plan. However, doing these assignments carefully and thoughtfully will help you explore the unit in ways that will translate to a successful unit.

We will talk about these assignments in class—but, for now, here are the “bare bones” of the assignments you will be developing to lead up to the conceptual unit. I urge you to make appointments with me throughout the semester to talk about every aspect of the thematic unit process. Every time you hand in an assignment, please include the theme and grade level.

**Assignment #1:** Create a title for your unit and give a one to two paragraph description of the central theme of your unit. In your description, be sure to explore your theme and what you want students to consider and learn from your unit. You should also build into your explanation a specific audience/class you have in mind. You will need to identify a grade level for your unit; think about who your prospective students are.

**Assignment #2:** Create a **text set** for the unit. Research and read a variety of texts in order to find texts appropriate for your students that will help them explore the theme/ideas you have at the center of your unit. **List texts by genre** (fiction, non-fiction, novels, drama, short stories, poems, etc.) that you already know correspond with your focus. Keep in mind that you must use non-fiction, fiction, and poetry in your unit. Use the state's reading list website (<http://www.cde.ca.gov/ci/rl/ll/>) to find at least **five additional texts** you could use in conjunction with your theme. Place an asterisk by the texts you find on the state website. Include at least **four learning outcomes** related to reading comprehension and literary study.

**Assignment #3:** Research and create an annotated bibliography of ideas related to your unit. These could include current articles about teaching specific texts, specific kinds of writing, reading comprehension, etc. (since 2000). Use ERIC, MLA, and JSTOR to find these articles. You should include seven entries, using MLA format. Please consult the MLA Handbook and the following websites for information about annotated bibliographies:

[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)

<http://www.library.cornell.edu/okuref/research/skill28.htm>

Your annotations should make clear whether you will use ideas from the article and how (or why not). You must include at least four English Journal articles, two sources from independent web pages, and two book chapters (from books on teaching literature, writing, and/or reading) that give teaching activities you could use in your unit. If you find more material than this, that's fine—still only include seven sources for this assignment.

**Assignment #4:** Practice **scaffolding**. Pinpoint **one** reading/literary analysis objective for your unit. How could you assess what your students know at the beginning of the unit? What activities could you use during the unit to help students learn in relation to

your objective? How could you assess what students have learned at the end of the unit?

Assignment #5: Develop a **prompt for a writing assignment** you will use in your unit. This should be a more formal writing assignment (not a journal prompt). Create a **rubric or scoring guide** you could use to assess the assignment.

Assignment #6: Create a **map/calendar** of the unit. It should not exceed two pages, so be sure to make this brief, yet packed with information.

Assignment #7: Create **two lesson plans**. One will be a complete plan that includes objectives, content standards (written out), materials, activities, and evaluation (formal and informal). This plan will be more complete than what you will include in your final draft; its purpose is to assure me that you know how to write lesson plans for other audiences (principals, master teachers, university supervisors, etc.). The second plan should be brief—the length you'll be able to include in your unit, so it likely won't exceed a half page. It should include objectives, reference to standards, activities, and only formal evaluation plans.

Note: The order and due dates for these assignments may change as we move through the semester.