

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end 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 professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

Required Texts and Materials

Applebee, Arthur. *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*. University of Chicago Press, 1996.

Langer, Judith A. *Getting to Excellent: How to Create Better Schools*. New York: Teachers College Press, 2004.

Schnoker, Mike. *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, VA: ASCD, 2006.

Web site: www.csun.edu/~krowlands

Membership in a **national** professional organization of your choice: NCTE, IRA, ASCD.

A GOOD college handbook (e.g. Hacker)

Course Description

The course provides an examination of the current issues and changes in education and their impact upon the complex role of the teacher. The course focuses upon the role of the teacher as innovator, decision maker, leader, and scholar.

Course Objectives

Students will be able to:

- identify and analyze current educational issues AND employ research to clarify, explore, and defend a variety of viewpoints concerning these issues,
- recognize the impact and implications of human and cultural diversity on education,
- relate issues in education to philosophical perspectives, theoretical frameworks, research, and the literature on best practices,
- access information about educational issues through a variety of strategies, and sources,
- apply information about key issues and educational reforms in making teaching and professional decisions,
- identify professional goals and develop plans/strategies for their accomplishment, and
- assess, develop, and implement personal leadership goals, strengths, and skills.

Course Policies

Attendance

Your success in this course depends upon your active participation; therefore, attendance is critical. Excessive absences, late arrivals, and early departures may result in deductions from your class participation grade. If you are absent, you are responsible for finding out what you missed from your classmates.

Class Preparation

Because the success of this class hinges on the preparation and participation of its members, you are expected to have the appropriate text and any written preparation completed and with you in class. You are responsible for all readings, even if we do not discuss them.

How To Reach Me	Office Hours
EDU 2206	Wed. 3:00-4:00
818-677-2556	Thurs 3:00-4:00
FAX 818-677-2582	By appointment
krowlands@csun.edu	www.csun.edu/~krowlands

Late Assignments

Assignments are due as scheduled. Late assignments may not receive full credit and submission must be discussed with the instructor. **Late assignments may not be accepted after one week.** Even if you give your work to a classmate to hand in, it remains your responsibility to see that I receive it. Technical failures do not excuse late work.

Conduct

Professional and personal courtesy is anticipated. Please turn off cell phones or pagers during class. Plagiarism and cheating are unacceptable practices and grounds for failure in all academic courses.

Manuscript Form

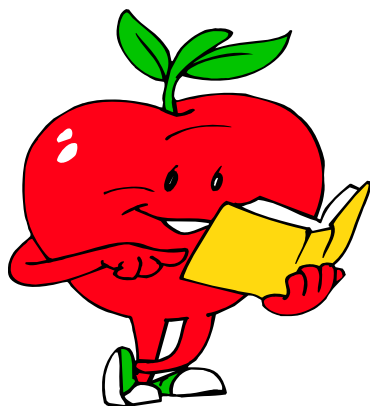
In class writing and personal responses may be typed or handwritten. DOUBLE SPACE ALL WRITING.

Useful Journals and On-Line Sources

Course web site <http://www.csun.edu/~krowlands>

- ♦ <http://www.webenglishteacher.com> (great ideas and resources for teaching English)
- ♦ <http://www.englishcompanion.com> (strategies and helpful links)
- ♦ <http://www.ncte.org> (links to language arts journals and resources)
- ♦ <http://www.learner.org> (Annenberg's offerings of literature and writing materials)
- ♦ <http://www.dianahacker.com/writersref> (Support materials for writing, grammar and usage instruction)

English Journal; Language Arts; California English



"How differently would you teach if your students did not HAVE to come to class?"

-James Moffett

Grades

Assignments are graded using rubrics with predetermined criteria. Grade challenges must be put in writing and submitted to the instructor within one week of returned grade. Assignments have different point values. Semester grades are determined by adding the total points earned and dividing by the total points possible. Expect approximately 400 points for the semester.

A =93-100%	C+ =76-79%
A- =92-90%	C =73-75%
B+ =86-89%	C- =70-72%
B =83-85%	D =60-69%
B- =82-80%	F =59% and below

Class Participation: 50 points

This includes preparation, group work, reflective journal writing, and contributions to discussions (virtual and in class). You begin with 50 points, but lose points if unable to contribute.

Discussion Papers (20 points) and Responses (20 points):

These discussion statements of your position on assigned topics are to be posted online. Your initial comment may be lengthy—1-2 pages or so. Your thoughtful responses to your colleagues' postings enrich our understandings of the topic.

Professional Membership: 20 points

Join a national professional organization and submit a copy of membership proof. You will survey its journal(s) and publication lists as well as its Web site and prepare a brief report for a group of your classmates on its values for you as a professional.

Professional Self-Assessment: 50 points

You will have two opportunities to assess yourself as a professional. 25 points each.

Inquiry Issue Presentation (100 points) and Paper (100 points):

In groups of two or three you will research and present an inquiry issue to the class. In addition, you will write a 5-7 page paper on your issue.

Professional Presentation Proposal: 50 points

With a partner, you will develop a proposal for a 75 minute presentation at NCTE. We will begin this in class.

Book Talk: 100 points

Read a book from the list (or another approved by the instructor) about school reform or teacher leadership, or a similar topic and present it to class in a five minute book talk (see book list and book talk guidelines).

MAJOR ASSIGNMENT DUE DATES	
ASSIGNMENT	DATE DUE
Professional Self-assessment #1	1/29
Inquiry Issue Presentation	3/5, 3/12, and 3/19 (as needed)
Professional Membership and Presentation	3/19 and 3/26
Inquiry Issue Paper	4/16
Professional Presentation Proposal	4/23
Book Talks	4/30 and 5/7
Professional Self-assessment #2 (in class)	5/7

TENTATIVE SCHEDULE

(subject to revision)

NOTE: Detailed information about readings and links can be found at www.csun.edu/~krowlands

Week # 1 Date 1/22	<p>Topics: Course Introductions The State of the State ELLs and American Education</p> <hr/> <p>Preparation for Next Class:</p> <ul style="list-style-type: none"> • Read syllabus carefully. Complete and sign Syllabus Response (last page) • NCLB Readings (as assigned) • Begin thinking about Inquiry topics. Come ready to sign up for topics, partner(s) and presentation dates. • Self Assessment #1 • Go to http://www.smartbrief.com/ascd/ and sign up for ASCD's FREE education newsletter AND go to www.ncte.org and sign up for FREE <i>NCTE Inbox</i>.
Week # 2 Date 1/29	<p>Topics: Syllabus Response due Self Assessment #1 due. Inquiry Topic sign-ups Vetting Sources: Who Should We Listen To? NCLB Testing/Assessment/Accountability</p> <hr/> <p>Preparation for Next Class:</p> <ul style="list-style-type: none"> • The Secretary of Education: Discussion Posting (See Website for complete assignment). • Go to http://englishedcohort.ning.com/. Join and create your profile (add an image!). Upload your discussion posting. Read at least two other postings and use what you learn to join the conversation!

Week # 3 Date 2/15	Topics: Professor at Conference: Digital Class Experience: The Secretary of Education (See Web site for details). Plan to spend your usual class time (2 hours) on this experience.
	Preparation for Next Class: <ul style="list-style-type: none"> • Standards-based Instruction Readings (as assigned). • Testing and Assessment (as assigned)

Week # 4 Date 2/12	Topics: Standards-based Instruction Testing and Assessment
	Preparation for Next Class: <ul style="list-style-type: none"> • Online Education Tools: What's in This for You? See Website for specifics.

Week # 5 Date 2/19	Topics: Professor at Conference: Digital Class Experience: What's In this for You? (See Web site for details). Plan to spend your usual class time (2 hours) on this experience.
	Preparation for Next Class: <ul style="list-style-type: none"> • Judith Langer: <i>Getting to Excellent: How to Create Better Schools</i>. Appendix: "About the Study" (107-111). READ APPENDIX FIRST. Chapters 1-5. • Linda Darling-Hammond and Diane Friedlaender. "Creating Excellent and Equitable Schools." • Janet Quint. "Lessons from Leading Models." • David Perkins. "Knowledge Alive" • Additional Readings (as assigned)

Week # 6 Date 2/26	Topics: School Reform Judith Langer. <i>Getting to Excellent: How to Create Better Schools</i> . Chapter 1-5.
	Preparation for Next Class: <ul style="list-style-type: none"> • Judith Langer: <i>Getting to Excellent: How to Create Better Schools</i>. Chapters 6-9. • Additional Readings (as assigned) • Work on Inquiry Presentation

Week # 7 Date 3/5	Topics: School Reform Judith Langer. <i>Getting to Excellent: How to Create Better Schools</i> . Chapters 6-9. Thinking Outside the (School) Box
	Preparation for Next Class: <ul style="list-style-type: none"> • Schmoker: <i>Results Now</i>. Introduction and Part I (pp. 1-48) • Additional Readings (as assigned) • Work on Inquiry Presentation

Week # 8 Date 3/12	Topics: Inquiry Presentations (3) School Reform Schmoker: <i>Results Now</i> . Introduction and Part I (pp. 1-48)
	Preparation for Next Class: <ul style="list-style-type: none"> • EVIDENCE OF PROFESSIONAL MEMBERSHIP. • Schmoker: <i>Results Now</i> Part II (PP 49-102). • Additional Readings (as assigned)

Week # 9 Date 3/19	Topics: Hand in evidence of new professional membership. Inquiry Presentations (3) School Reform Schmoker: <i>Results Now</i> Part II (PP 49-102).
	Preparation for Next Class: <ul style="list-style-type: none"> • Applebee: <i>Curriculum as Conversation</i> • Prepare for (5 minute) sharing of your professional organization with peers.

Week # 10 Date 3/26	Topics: Inquiry Presentations (if needed) Professional Organization discussions Applebee: <i>Curriculum as Conversation</i>
	Preparation for Next Class: <ul style="list-style-type: none"> • Assessment/ Accountability (readings as assigned) • Work on Inquiry paper

Week # 11 Date 4/2	Topics: <ul style="list-style-type: none"> • Assessment/ Accountability
	Preparation for Next Class: <ul style="list-style-type: none"> • Lott: "The Proposal Submission/ Selection Process for National Conventions" • Creating a Conference Proposal • Inquiry paper due


SPRING BREAK

Week # 12 Date 4/16	Topics: Hand in Inquiry paper Conference Proposals Writing Grants Teacher Leadership
	Preparation for Next Class: <ul style="list-style-type: none"> • Teacher Leadership (readings as assigned) • Finish Conference Proposal. Bring 2 copies (one to hand in; one for peer review)

Week # 13 Date 4/23	Topics: Conference Proposals: Peer Review Teacher Leadership
	Preparation for Next Class: <ul style="list-style-type: none"> • Prepare for Book Talk • Teacher Leadership (readings as assigned)

Week # 14 Date 4/30	Topics: BOOK TALKS Teacher Leadership
	Preparation for Next Class: <ul style="list-style-type: none"> • Spend an hour or so reviewing your materials from the MA in English Education program. Begin with work done in the Fall of 2005 and work forward. Spend some time reflecting informally in writing. What do you know and know how to do that you didn't know when you entered the program? How has your thinking and teaching changed? Bring your notes to class.

Week # 15 Date 5/7	Topics: <ul style="list-style-type: none"> • Finish book talks (if needed) • Professional Self-Assessment Part 2
	Preparation for Next Class: Plan your graduation celebration!

Week # 16 Date 5/14		CELEBRATION DINNER! Chez Rowlands Details to Follow!
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Assignment Details and Evaluation Rubrics

Discussion Postings: 20 points and Responses (20 Points)

Successful discussion postings demonstrate both a thoughtful consideration of an issue and the development of a position regarding the issue. Although informal (your audience for these pieces is a group of interested peers), these postings are organized, clearly written, and demonstrate control of written conventions. Responses should be thoughtful engagements with comments and information presented by others. Your goal is to extend the conversation in useful ways. It should go without saying that responses are always polite and respectful.

Inquiry Issue Presentation: 100 points

Topic Choices (others with instructor approval)

American education compared to that in other industrialized nations
 Censorship
 Charter schools
 Class size
 College readiness
 Dropouts
 Gender specific schooling
 Homework
 Inclusion/exclusion non-academic subjects (art, music, etc.) in the curriculum
 Schedule/calendar as part of school reform
 School choice
 Social justice education
 Teacher quality
 Teacher retention
 Tracking

The Presentation Assignment

1. In groups of two or three research and present an inquiry issue from the following list of topics (or another approved by the instructor). After agreeing on several possible topic choices, rank the choices 1-2-3 and submit the list to me. In addition, rank presentation dates (3/5, 3/12, and 3/19) in order of preference. I will email you with the approved topic and date for your presentation.
2. Presentations should last 20-30 minutes and include a class activity. Using the overhead or PowerPoint™ in your presentation will help your audience focus on key points BUT review information on PowerPoint™ presentations and DO NOT simply read your slides!!! Make connections between your issue and English/ ELL/ literacy instruction. Your presentation should have a beginning, middle, and an end that is informative and interesting, as well as an overall focus. Think about this as an opportunity to learn more about a topic you haven't had time to pursue as well as an opportunity to share your expertise with your peers.
3. Provide a handout of key points (2-3 pages) to each class member and to me. Four key references* should be cited and annotated on the handout; these references should provide more than one perspective on the issue. Two citations may be from the Internet. Use APA or MLA style format.
4. During class at some point before the presentation, group members will be asked to make notes about how each individual is contributing to the presentation as well as assessing their own contributions (see attached Group Assessment Form). Work should be as evenly divided as possible. All individuals should participate in the presentation. Class members will provide a written response to each presentation.

*Suggested journals/ resources: *Phi Delta Kappan*, *Educational Researcher*, *Educational Leadership*, *Education Week*, etc. (Find the "L1" publications in the library.) Don't neglect online resources.

The Inquiry Project Assessment Rubric (Presentation)

Your presentation will be evaluated on the basis of your handout, the presentation itself, and your contributions to the success of the project as a whole.

Presentation		40 points
	Provides current, accurate, balanced information	
	Is interesting and well organized	
	Includes brief class activity to involve audience	
	Makes connections to English/ELL/literacy teaching and learning	
	Is within the established time and all members participate	
Handout		40 points
	Provides current, accurate, balanced information (presents more than one viewpoint)	
	Is clearly organized; 2-3 pages	
	Includes four annotated references with complete (properly formatted!) citations	
	Provides copy to each class member and instructor	
	Makes connections to English/ELL/literacy teaching and learning	
Individual Contributions		20 points
	Based on contributions report (see 4, above)	
	Based on presentation	
	Based on responses to presentation	
	TOTAL	

The Inquiry Project Paper (100 points) and Assessment Rubric

The Assignment

Write a 5-7 page article on your issue that you would be proud to submit to an appropriate journal for teachers. Your purpose is to provide an overview of the key positions on the topic (“they say”) and a clear statement of your position on the issue (“I say”): its implications for the profession. Your audience is teachers as professionals or administrators seeking information regarding an issue from a teacher’s point of view.

Rubric for Course Project Paper

For these papers, take time to plan and craft your ideas before presenting them to readers. Check spelling and mechanics (using computer programs, dictionaries, handbooks) so that your prose will be error free.

	Possible Points	Points Earned
Clear statement of inquiry question	20	
Clear presentation of various positions/ responses to the issue (“They say...”)	20	
Clear presentation of the writer’s position on the issue (“I say...”)	20	
Appropriate and convincing evidence supporting writer’s position	20	
Conventional use of language	10	
Conventional citations and works cited (MLA or APA)	10	
	TOTAL	

Inquiry Issue Presentation: Group Assessment of Individual Contributions

Your Name: _____

Presentation Topic: _____ Presentation Date: _____

Complete the following, supplying information and rating yourself and other group members according to 5= outstanding, 4= strong/good, 3= adequate, 2= there were problems, 1= huge headache.

Group Member 1 _____

List tasks completed/ responsible for:

Cooperation with group	1	2	3	4	5
Level of responsibility	1	2	3	4	5
Quality of work	1	2	3	4	5
Overall contributions:	1	2	3	4	5

Group Member 2 _____

List tasks completed/ responsible for:

Cooperation with group	1	2	3	4	5
Level of responsibility	1	2	3	4	5
Quality of work	1	2	3	4	5
Overall contributions:	1	2	3	4	5

Group Member 3 _____

List tasks completed/ responsible for:

Cooperation with group	1	2	3	4	5
Level of responsibility	1	2	3	4	5
Quality of work	1	2	3	4	5
Overall contributions:	1	2	3	4	5

General Comments:

Professional Presentation Proposal: 50 points
Due 4/23 (We will work on this in class.)

Alone or with a classmate develop a proposal for a 75 minute presentation at the annual convention of the National Council of Teachers of English.

1. Identify a topic that will be useful and of interest to your audience.
2. Complete Program Proposal form (handout) to be shared in class.

Rubric for Professional Presentation Proposal: 50 points

Topic Choice	5 points	Appropriate/ meaningful to chosen audience
Proposal Description	25 points	Cover sheet properly completed (5 points) 500 word session description (20 points) Appropriate length Clear identification of session purposes/goals Provides theoretical framework (professional significance) of session Clear description of session content and how you will conduct it
Proposal Plan and Handouts	20 points	<ul style="list-style-type: none"> • Clear step-by-step overview of presentation activities, discussion questions, etc. including a concluding or closure activity. Presentation attendees should do more than listen to presenters talk; they should have the opportunity to participate actively and interact with presenters and other participants. (5 points) • Appropriate time allotted for each presentation stage (5 points) • Copies of all handouts, overheads, PowerPoint™ slides, etc. (5 points) • Quality of handouts, overheads, PowerPoint™ slides, etc.(5 points)

Professional Membership and Presentation: 20 points
Due 4/23

Join a professional organization (NCTE, IRA, ASCD, etc.). Survey several of its journals and publication lists as well as its Web site. With others who are members of the same organization, prepare to report to your classmates on its value for you as professionals.

Professional Self-Assessment: 50 points

You will have two opportunities during class to assess yourself as a professional. 25 points each.

Part 1: 1/29

Part 2: 5/7

BOOKTALKS

A book talk (or booktalk) is a prepared introduction to a book, often done by teachers or librarians to students. It most closely resembles a movie trailer, where the booktalker gives the audience a glimpse of the setting, the characters, the major conflict in a novel or key ideas in a nonfiction text. In addition, the booktalker usually reads several passages from the book. The purpose is to entice others to read the book.

Practice and Delivery

A lot of thought goes into a successful booktalk. You can:

- Write it all down - the individual booktalks and the artful introduction, transitions, and conclusion, too - or just outline it.
- Memorize it (the Margaret Edwards way; she kept her workers' texts on file and they weren't supposed to deviate) - or simply remember and retell it spontaneously in new words every time (my way; I prefer to make stuff up as I go along) - or rely on written notes. A trick for maintaining eye contact if you have to use written notes is to tape them on the backs of books you'll be holding up as props.
- Practice on your family, your cat, the car ahead of you at the stop light.... Or tape yourself and listen to how it sounds.
- Time yourself. Ken Morse tells about a little boy who went to church with his father and noticed the minister putting his pocket watch on the pulpit. "What does that mean?" the little boy asked, and his father said, "It don't mean a damn thing, son." A fifteen-minute sermon (or booktalk) is almost always better than a twenty-minute one.

Booktalking calls for a few speaking skills. If you're nervous, these are things you can practice:

- A relaxed posture - try to stand straight, shoulders back, feet slightly apart.
- Deep breaths - with your diaphragm. Journalist Ida Tarbell, who took up speaking late in life, practiced by lying down with a stack of books on her stomach and soon learned to project more strongly.
- Relaxation - a choir director used to call for "idiot jaw" and recommend yawning ease tight vocal cords.
- Eye contact - preferably with somebody in the audience who looks friendly and encouraging.

Some general rules of booktalking:

- Breathe from your diaphragm; relax your throat
- Maintain eye contact with your audience
- Pace your talk - don't rush it or drag it, but keep it short
- Never booktalk a book you haven't read or don't like
- Never mislead your audience about what a book is like
- Always respect your audience

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- Always respect your audience

Visit Digital Book talks: <http://digitalbooktalk.com/> to see some ideas for your own classes.

Book Talks: Possible Titles (one person per title)

Brown, Rexford. *It's Your Fault: An Insider's Guide to Learning and Teaching in City Schools*. Teachers College Press, 2003.

Carr, Judy E. and Douglas E. Harris. *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. ASCD, 2001.

Carr, Judy F., Janice R. Fauske and Stephen Rushton. *Teaching and Leading from the Inside Out: A Model for Reflection, Exploration, and Action*. Corwin Press, 2008.

Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts*. Boynton Cook, 2000.

Darling-Hammond, Linda. *The Right to Learn: A Blueprint for Creating Schools That Work*. Jossey-Bass, 2001.

- Darling-Hammond, Linda, John Bransford, Pamela LePage, and Karen Hammerness. *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Jossey-Bass, 2005.
- DuFour, Richard, Rebecca DuFour, Robert Eaker, and Gayle Karhanek. *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. SolutionTree, 2004.
- Finn, Patrick J. *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Albany, NY: State University of New York, 1999.
- Fleischer, Cathy. *Teachers Organizing for Change: Making Literacy Learning Everybody's Business*. National Council of Teachers of English, 2000.
- Gabriel, John G. *How To Thrive as a Teacher Leader*. ASCD, 2005.
- Glanz, Jeffrey. *Finding Your Leadership Style: A Guide for Educators*. ASCD, 2002
- Glickman, Carl. *Letters to the Next President: What We Can Do About the Real Crisis in Public Education*. Teachers College Press, 2004.
- Goodlad, John I. *A Place Called School: Twentieth Anniversary Edition*. McGraw-Hill, 2004.
- Hillocks, George Jr. *Ways of Thinking Ways of Teaching*. Teachers College Press, 1999.
- Hillocks, George. *The Testing Trap: How State Writing Assessments Control Learning*. Teachers College Press, 2002.
- Katzenmeyer, Marilyn and Gayle Moller. *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*. Corwin Press, 2001.
- Kozol, Jonathan. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Corwin, 2005.
- Kumashiro, Keviu K. *The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools*. Teachers College Press, 2008.
- Lambert, Linda. *Leadership Capacity for Lasting School Improvement*. ASCD, 2003.
- Lent, ReLeah Cossett and Gloria Pipkin. *Silent No More: Voices of Courage in American Schools*. Heinemann, 2003.
- Lewis, Jill, Kathleen Stumpf Jongsma, and Allen Berger. *Educators on the Frontline: Advocacy Strategies for Your Classroom, Your School, and Your Profession*. International Reading Association, 2005.
- Mathews, Jay. *Class Struggle: What's Wrong (and Right) with America's Best Public Schools*. Three Rivers Press, 1999.
- Merideth, Eunice M. *Leadership Strategies for Teachers 2nd edition*. Corwin Press, 2007.
- O'Shea, Mark R. *From Standards to Success*. ASCD, 2005.
- Reeves, Douglas B. *The Learning Leader: How to Focus School Improvement for Better Results*. ASCD, 2006.
- Shannon, Patrick, ed. *Becoming Political Too: New Readings and Writings on the Politics of Literacy Education*. Heinemann, 2001.
- Sizer, Theodore R. *Horace's Compromise: The Dilemma of the American High School*. Mariner Books, 2004. (first published in 1984).
- Sizer, Theodore R. *Horace's School: Redesigning the American High School*. Mariner Books, 1997.
- Spring, Joel. *Political Agendas for Education: From the Religious right to the Green Party*. Lawrence Erlbaum Associates, 2005.
- Tomlinson, Carol Ann and Susan Demirsky Allen. *Leadership for Differentiating Schools and Classrooms*. ASCD, 2000.
- Yagelski, Robert P. and Scott A. Leonard, eds. *The Relevance of English: Teaching That Matters in Students' Lives*. National Council of Teachers of English, 2002.
- Zemelman, Steven, Harvey Daniels, Marilyn Bizar. *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*. Heinemann, 2001.

Syllabus Response

You must complete this form in order to pass the course. By signing this form, you indicate that you have read the course syllabus, and you agree to abide by the policies it contains.

Signature: _____

Please complete the following. Print clearly and make certain the information is complete. **Inform me of any changes that occur during the semester** (krowlands@csun.edu).

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone _____ Cell Phone _____ Email _____

School _____ Grade level(s) _____

Please answer the following questions:

1. How much do you know about the development of "English" as a school subject? (Nothing? A little? A lot?)

2. Do you—or would you like to—assume a leadership role in your department? In your school? In your district? Why or why not? If you already assume such a role, how do you do so?

3. What are the differences between teachers who assume the role(s) of professionals and those who do not?

4. Are you satisfied/ pleased with the role(s) you assume? Why or why not?

5. What do you hope to learn in this course?