# Course Syllabus

**Course Number & Title:** ENGL 424: Teaching English in Secondary Schools  
**Term & Year:** Fall 2016  
**Instructor:** Dr. Megan Guise  
**Office Location:** 47-35L  
**Phone:** 805-756-2134 (office); 717-475-9360 (cell)  
**Class Location & Time:** 02-114 MW 2:10-4:30pm  
**Office Hours:** MF: 9-10 (in 02-112) & W 12-1 (in 47-35L)  
**Email:** meguise@calpoly.edu

## Course Description:
The purpose of this course is for you to explore current issues and best practices for teaching English in multicultural and diverse classrooms. Attention will be paid to lesson and unit planning as well as engaging in professional development and critical reflection. 5 lectures.

**COURSE LEARNING OUTCOMES. Students will know, understand, and be able to:**

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
<th>SOE Learning Themes</th>
<th>University Learning Objective</th>
<th>University Diversity Learning Objectives</th>
</tr>
</thead>
</table>
| 1. Develop an integrated view of literacy instruction, which is aligned with the Common Core State Standards | Unit plan & teaching demonstration | InformedED  
EmpowerED | 1 | 3 |
| 2. Apply instructional scaffolding to all lessons in order to foster improved thinking, reading, and writing skills of students and make accommodations for students of diverse needs and interests | Unit plan & teaching demonstration | InformedED  
EmpowerED  
EngageED  
TransformED | 1, 5, & 6 | 2 & 3 |
| 3. Create sequenced lesson plans that are (a) grounded in measurable learning objectives, (b) align with state and discipline standards, (c) reflect “best practices” in teaching English, (d) engage students in learning, and (e) assess student learning both formally and informally | Unit plan | InformedED  
EmpowerED  
EngageED  
TransformED | 1, 5, & 6 | 2 & 3 |
| 4. Develop authentic formative and summative assessments and rubrics that (a) involve multiple sources and opportunities, (b) are linked to learning objectives and standards, and (c) are used to inform instructional practice | Unit plan | InformedED  
EmpowerED  
EngageED  
TransformED | 1, 6, & 7 | 2 & 3 |
| 5. Create a conceptual unit for teaching that demonstrates a coherent theory of instruction based on “best practices” and current educational research | Unit plan | InformedED  
EmpowerED  
EngageED  
TransformED | 1, 3, 5, & 6 | 1, 2, & 3 |
| 6. Provide effective and useful feedback to student writing and classmates’ unit plans | Feedback in-class activity | EmpowerED  
EngageED | 2 | 2 & 3 |
| 7. Value the role of reflection in the professional development of teachers and the importance of being actively involved in schools, communities, and professional associations | Class discussions and tweets | GroundED  
TransformED | 2, 4, & 7 | 4 |

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**University Learning Objectives**:  
1. Analyze and evaluate primary texts from diverse cultural, historical, and ideological perspectives.  
2. Synthesize information from a variety of sources to challenge and extend ideas in scholarly discourse.  
3. Identify and analyze the use of research in scholarly discourse.  
4. Critically analyze and evaluate claims in scholarly discourse.  
5. Understand and use research methods in the composition of scholarly writing.  
6. Demonstrate expertise in academic writing conventions.  
7. Demonstrate expertise in academic research conventions.  
8. Apply critical and creative thinking in the composition of scholarly writing.  
9. Demonstrate expertise in using technological tools to write and publish scholarly writing.  
10. Engage in scholarly and professional discourse with peers and professors.  
11. Consider the implications of scholarly and professional discourse on diverse audiences.  
12. Demonstrate expertise in the use of interdisciplinary research methods and technologies.  

**University Diversity Learning Objectives**:  
1. Recognize the value of diversity in our campus, communities, and world.  
2. Recognize the value of diversity in our academic and professional communities.  
3. Develop personal and professional skills to work effectively with diverse peers and colleagues.  
4. Engage in lifelong learning.*abridged
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<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>TPE</th>
<th>COURSE LEARNING OUTCOME (listed on p.1)</th>
<th>SOE DISPOSITION (listed at end of document)</th>
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<tbody>
<tr>
<td>Week 1.1 9/26</td>
<td>Philosophies of Teaching English: Getting to Know Ourselves and the Profession - Syllabus &amp; Assignments - You as a reader, writer, &amp; teacher</td>
<td>NCTE, “A call to action: What we know about adolescent literacy” (1-5)* - NCTE, “Professional knowledge for the teaching of writing” (1-12)*</td>
<td>Create professional Twitter account; bring your troubleshooting questions to class</td>
<td>6</td>
<td>1</td>
<td>2, 1.2, &amp; 2.2</td>
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<tr>
<td>Week 1.2 9/28</td>
<td>Teaching Students, Teaching Standards - What does it mean to teach English? - Our students - CA Content Standards - Common Core State Standards</td>
<td>NCTE, “A call to action: What we know about adolescent literacy” (1-5)*</td>
<td>Create professional Twitter account; bring your troubleshooting questions to class</td>
<td>1, 3, &amp; 4</td>
<td>1</td>
<td>1.2 &amp; 2.2</td>
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<tr>
<td>Week 2.1 10/3</td>
<td>Planning for Instruction: Unit Planning - Rationale for conceptual units - Backward design model - Understanding unit terminology - Example conceptual units</td>
<td>Smagorinsky, Chapter 8 (111-128) &amp; part of Chapter 9 (129-135)</td>
<td>Week 1 Tweet by 10/2</td>
<td>4</td>
<td>4 &amp; 5</td>
<td>3.1</td>
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<tr>
<td>Week 2.2 10/5</td>
<td>Text Selection - Canonical and YA texts - Core and supplemental texts - Knowing your teaching context - Censorship</td>
<td>NCTE, “The students right to read” (1-8)* - Smagorinsky, Part of Chapter 9 (136-139)</td>
<td>Week 2 Tweet by 10/9</td>
<td>3</td>
<td>5</td>
<td>3.2</td>
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<tr>
<td>Week 3.1 10/10</td>
<td>Formative and Summative Assessments: - Purposes of assessments - Types of assessments - Qualities of a good assignment - “Designing writing assignments” (1-2)* - Smagorinsky, Chapter 1 (3-18)</td>
<td>Reading groups: NCTE, “The assessment story project” (1-14)* - Smagorinsky, Chapter 5 (69-82) - Smagorinsky, Chapter 6 (83-95)</td>
<td>5</td>
<td>4</td>
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<tbody>
<tr>
<td>Week 3.2 10/12</td>
<td>Responding to Student Writing</td>
<td>-Elbow, &quot;Options for responding to student writing&quot; (197-202)<em>&lt;br&gt;-Sommers, “Responding to student writing” (107-116)</em></td>
<td>-Week 3 Tweet by 10/16</td>
<td>5</td>
<td>2 &amp; 6</td>
<td>3.1</td>
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<tr>
<td>Week 4.1 10/17</td>
<td>Assessment: Evaluating Students’ Work in the English Classroom</td>
<td>-Gallagher, Chapter 7 (141-167)*&lt;br&gt;-Smagorinsky, Part of Chapter 7 (100-108)</td>
<td>-Submit a unit plan draft by the start of class on Monday, 10/17 that includes the following: (a) overview, (b) big picture, and (c) texts.</td>
<td>5</td>
<td>4</td>
<td>1.2</td>
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<tr>
<td>Week 4.2 10/19</td>
<td>Planning for Instruction: Lesson Planning</td>
<td>Helpful planning resources:&lt;br&gt;-Smagorinsky, Chapter 13 (173-183) (Introductory activities)&lt;br&gt;-Smagorinsky, Chapter 14 (184-223) (Example daily lesson plans for a unit)</td>
<td>-Week 4 Tweet by 10/23</td>
<td>3 &amp; 4</td>
<td>3</td>
<td>1.2 &amp; 2.1</td>
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<tr>
<td>Week 5.1 10/24</td>
<td>Approaches to Teaching English: Teaching Writing</td>
<td>Smagorinsky et al., Chapter 1 (1-18) &amp; Chapter 2 (19-34)</td>
<td>3</td>
<td>1 &amp; 2</td>
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<td></td>
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<td>Beliefs about teaching writing revisited</td>
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<td>Comment [VM10]: 6.2 Introduced</td>
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<td></td>
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<td>Eight approaches to teaching others to write</td>
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<td>Comment [VM11]: 2.6 Introduced</td>
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<td>Structured process approach to teaching writing</td>
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<td>Subject Specific Pedagogy</td>
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<tr>
<td>Week 5.2 10/26 (online)</td>
<td>Approaches to Teaching English: Workshop</td>
<td>Reading groups: Atwell, “Getting ready” (89-117)* Atwell, “Getting started” (118-147)* Soven, “Teaching the writing process” (25-58)*</td>
<td>-Week 5 Tweet by 10:30</td>
<td>3</td>
<td>1, 2, 3, &amp; 4</td>
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<td>-Creating an environment for sustained reading and writing in class</td>
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<td>Comment [VM12]: 1.5 1/P</td>
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<td>-Teaching the writing process</td>
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<td>Subject Specific Pedagogy</td>
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<tr>
<td>Week 6.1 10/31</td>
<td>Strategies for Teaching Specific Genres: Fictional Narratives</td>
<td>Smagorinsky et al., Chapter 3 (37-55)</td>
<td>3 &amp; 4</td>
<td>1</td>
<td>1.1</td>
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<td>DAY/DATE</td>
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<td>Week 6.2 11/2</td>
<td>Strategies for Teaching Specific Genres: Personal Narratives</td>
<td>-Smagorinsky et al., Chapter 4 (56-78)</td>
<td>-Week 6 Tweet by 11/6</td>
<td>3 &amp; 4</td>
<td>1</td>
<td>1.2</td>
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<td>Writing Lesson: Fictional Narratives</td>
<td>Teacher #1:</td>
<td>Teacher #2:</td>
<td>Teacher #3:</td>
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<td>Week 7.1 11/7</td>
<td>Strategies for Teaching Specific Genres: Five-Paragraph Essay</td>
<td>-Rowlands, “Slay the Monster!” (52-58)* -Zarins, “My anti-five-paragraph-essay five-paragraph essay” (blog)</td>
<td>Submit a unit plan draft by the start of class on Monday, 11/7 that includes the following: (a) summative writing assignment sheet, (b) summative writing assignment rubric, and (c) list of academic language and supports.</td>
<td>3 &amp; 4</td>
<td>1 &amp; 7</td>
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<td>Writing Lesson: Personal Narratives</td>
<td>Teacher #1:</td>
<td>Teacher #2:</td>
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<tr>
<td>Week 7.2 11/9</td>
<td>Strategies for Teaching Specific Genres: Argumentative Writing/Rhetoric</td>
<td>-Hillocks, “Teaching argument for critical thinking and writing” (24-32)* -Smagorinsky et al., Chapter 5 (79-108)</td>
<td>-Week 7 Tweet by 11/13</td>
<td>3 &amp; 4</td>
<td>1, 2, &amp; 7</td>
<td>1.2 &amp; 3.1</td>
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<td>Writing Lesson: Timed Writing/Five-Paragraph Essay</td>
<td>Teacher #1:</td>
<td>Teacher #2:</td>
<td>Teacher #3:</td>
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Comment [VM13]: 1.5 I/P Subject Specific Pedagogy

Comment [VM14]: During lesson activities, 2.6 Introduced

Comment [VM15]: 1.5 I/P Subject Specific Pedagogy

Comment [VM16]: During lesson activities, 2.6 Introduced

Comment [VM17]: 1.5 I/P Subject Specific Pedagogy

Comment [VM18]: During lesson activities, 2.6 Introduced
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</table>
| Week 8.1 11/14 | Strategies for Teaching Specific Genres: Exposition/Research Writing | - Traditional and alternatives  
- Real world connections | Reading groups:  
- Lyman, “I-search in the age of information” (62-67)*  
- Bailey & Carroll, “Motivating students’ research skills and interests through multimodal, multigenre research project” (78-85)* | Submit a unit plan draft by the start of class on Monday 11/14 that includes the following: (a) unit plan calendar and (b) one lesson plan. | 3 & 4 | 1, 2, & 7 | 3.1 |
| Week 8.2 11/16 | Teaching Demonstrations | Writing Lesson: Argumentative Writing | - Week 8 Tweet by 11/20 | 1, 3 & 4 | | |

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<tr>
<td>Week 9.1 11/21</td>
<td>NO CLASS – CAMPUS HOLIDAY</td>
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<td>Week 9.2 11/23</td>
<td>NO CLASS – CAMPUS HOLIDAY</td>
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<tr>
<td>Week 10.1 11/28</td>
<td>Strategies for Teaching Specific Genres: Poetry</td>
<td>- Athanases, “Performing the drama of the poem” (1-10)*</td>
<td>3 &amp; 4</td>
<td>1 &amp; 5</td>
<td>2.2</td>
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<td>- Moore, “Practicing poetry” (1-8)*</td>
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<td>- Bring a poem to class</td>
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<tr>
<td>Week 10.2 11/30</td>
<td>Strategies for Teaching Specific Genres: Drama/Shakespeare</td>
<td>Reading groups:</td>
<td>3 &amp; 4</td>
<td>1 &amp; 2</td>
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<td>- Landay, “Give me moor proof” (39-46)*</td>
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<td>- Porter, “Words, words, words” (44-49)*</td>
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<td>- Spangler, “Stop reading Shakespeare” (130-132)*</td>
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<td>- Weltsek, “Using process drama” (75-81)*</td>
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<td>Week 11.1 12/5</td>
<td>Unit Planning: Workshop</td>
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<td>1, 3 &amp; 4</td>
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<td>- Time in class to workshop unit plans, conference with peers and instructors, etc.</td>
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<td>Week 11.2 12/7</td>
<td>Topic to be Determined</td>
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<td>- Student choice!</td>
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<td>Finals Week Thursday, 12/15</td>
<td>Submission of Unit Plan</td>
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<td>7 &amp; 8</td>
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COURSE FORMAT AND PEDAGOGY
Our class sessions will be guided by the following pedagogical (teaching) “tools”:

- **Modeling**: Throughout the course, I will model current “best practices” in the teaching of English. This will usually require you to position yourself as readers/writers/students and engage in active and interactive learning tasks.

- **Step Backs**: Often after I have modeled an aspect of teaching English, we will reflect on this experience. You will be asked to “step back” and think about the experience as a student, teacher, and curriculum designer. The goal of this activity is to make my pedagogical logic, choices, and moves visible and to consider those choices through multiple perspectives.

- **Shared Inquiry**: All of our discussions will be based on the view that learning is a social process and that sharing multiple perspectives leads to better learning. As a whole class and in small groups, we will often discuss the readings and class activities through open-ended questions that have no “right” answers.

- **Quickwrites**: We will often begin and/or end class with a quickwrite that asks you to spend 5-10 minutes writing on a question connected to the day’s topic. Sometimes the quickwrites will be collected so that I can informally assess what you are learning and how I can make my teaching more effective. Other times, the quickwrites will serve as starting points for our discussions.

- **Formative Assessment**: I will informally assess your learning and my teaching in a variety of ways. Often this will be done through quickwrites, but I will also use class discussions, anonymous feedback, and short activities to assess your learning informally, that is, without giving you a grade.

REQUIRED TEXTS
*Other assigned scholarly readings and texts will be available through our PolyLearn site (ink cartridge or laptop)*
COURSE ASSIGNMENTS AND ACTIVITIES

Participation (15%)
You are asked to come to class on time with all required assignments and readings, to attend all classes, and to be actively involved and on task in class discussions and activities. If you need to miss class, please notify me in advance and arrange to make up the work you will miss. Two excused absences are allowed; further absences will result in a letter grade deduction for each absence. Two late arrivals or early departures equal one absence.

Your participation grade for the quarter will be calculated in the following way:
- Participation in Class Discussions & Activities: 10% of your participation grade
- Twitter: 5% of your participation grade

Reflecting on Learning – Twitter
In order to encourage weekly reflection on your learning this quarter and to develop your technology skills, you will be asked to complete the following: (a) create a professional Twitter account and become friends with your classmates and teaching English scholars, (b) post a weekly tweet (140-characters or less) in which you reflect and/or comment on your learning (e.g., a comment on something you read, watched, or observed; a practical teaching idea; a philosophical statement about teaching and learning; a link to a useful teaching resource; etc.), and (c) complete a final reflection (via Twitter) in response to three reflection questions. More details about this assignment can be found in the Twitter assignment packet.

You can lose participation points for the following:
- Being unprepared for class (e.g., unprepared or unwilling to participate in discussions and activities, not completing course readings, failure to meet assignment due dates, not bringing the reading(s) to class, etc.) (half a letter grade for each instance)
- Not participating in class discussions or participating too much so that others are unable to participate
- Choosing to engage in work for other courses or engaging in other off-task activities during class time (e.g., sending text messages, using personal computers to check email/Facebook, completing assignments for another course, etc.)
- Exceeding the allotted two absences (a letter grade deduction for each additional absence)

Unit Plan (50%)
You will be asked to create a 3-week conceptual unit plan developed through the use of the backward design model (Smagorinsky; Wiggins & McTighe) discussed in class and in EDUC 414 (for credential students). Throughout the quarter, the weekly readings, discussions, and activities will inform your development of this unit plan. Components of the unit plan will be due throughout the quarter, which will allow you to receive feedback from both your classmates and your instructor as you develop your unit plan. The final unit plan will include a unit overview, one week of daily lesson plans and supporting materials, as well as formative and summative assessments and their corresponding rubrics. More details about this assignment can be found in the Unit Plan assignment packet.
Teaching Demonstration & Reflection (35%)

For this assignment, you will work by yourself or with a partner to create a 10-minute lesson for secondary students on a particular writing topic. Your 10-minute lesson should include “best practices” for the teaching of writing, which we will discuss throughout the course. You will then teach your secondary writing lesson to the ENGL 424 teacher candidates. The components of this assignment will include the following: (a) a draft of the 10-minute lesson plan submitted 1 week prior to your scheduled teaching date, (b) a revised lesson plan and the teaching of the lesson to ENGL 424 teacher candidates, and (c) an individual written reflection on the lesson submitted 1 week after your scheduled teaching date. More details about this assignment can be found in the Teaching Demonstration assignment packet.

GRADING
ENGL 424 is graded with a letter grade. In order to receive credit in this course for the credential program, you must receive a B- or higher.

- All assignments must be completed in order to pass the course.
- Incomplete or late work will not be accepted without prior discussion with the instructor.
  - Incomplete or late work will receive half a letter grade deduction to the participation grade in the course for each instance of incomplete or late work. This incomplete/late work policy applies to both drafts and final products.
  - A draft of an assignment submitted after a week will require a face-to-face conference if the student is interested in receiving feedback on the draft.
  - A final draft submitted late will receive a 10% deduction to the overall assignment grade for each day late. Final drafts will not be accepted three days after the submission deadline unless an extension has been granted by the course instructor.

DRAFT & FINAL DRAFT EXPECTATIONS
Throughout the quarter, you will submit drafts of the unit plan and teaching demonstration assignments in order to receive feedback from the instructor of ENGL 424 and revise your drafts based on this feedback prior to submitting your final drafts. Below are draft expectations:

- A draft must be complete (e.g., all sections of the unit plan overview template completed). If incomplete, no feedback will be provided until the draft is complete AND a deduction to the participation grade for the course will occur per the incomplete/late work policy.
- A draft must meet a C or higher in order to receive written feedback. If below a C, a face-to-face conference will be required OR the student must revise the draft and resubmit before written feedback will be provided.
- Final drafts are final. There will be no opportunity to revise a final draft, even if it is below a passing standard.
MISCELLANEOUS INFORMATION

• All cell phones should be turned off during class.
• Please actively read all of the assigned readings. That means taking notes, annotating the readings, making connections to your experiences and ideas, etc..
• At any point during the quarter if you are not doing satisfactory work, I will let you know in writing immediately.
• You are expected to maintain your responsibility towards academic integrity. Any instances of plagiarism will be considered grounds for failing the class. Specifically for this course, you should provide references for any ideas, lesson plans, assignments, or handouts that you reproduce or that you modify for your academic work in this class.
• Please see me or email me as soon as possible if you require special accommodations in class or for any assignment due to learning disabilities, religious practices, physical requirements, medical needs, or for any other reason. If you require accommodations or modifications for any learning, physical, or medical reason, please contact the Disability Resource Center on campus as well.
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

**LEARNING OUTCOMES**

**Informed – Advancing Disciplinary Knowledge**

InformEd educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

**Empowered – Responding To Diverse Learning Needs**

EmpowerEd educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

**Engaged – Building Cultural Responsiveness**

EngageEd educators are culturally responsive, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

**Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities**

ConnectEd educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectEd educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

**Grounded – Demonstrating Professionalism**

GroundEd educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundEd educators are leaders, either overtly or by example.

**Transformed – Encouraging Continuous Growth & Reflection**

TransformEd educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection

**SOE DISPOSITIONS**

**Professionalism**

1. **Responsibility and Accountability** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

2. **Creating Positive Climate** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

**Ethical Practice**

1. **Cross-Cultural Competence** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2. **Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

**Shaping Change**

1. **Inquiry and Innovation** — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies, critical, creative, and metacognitive thinking; conceptual understanding, independent and interdependent problem solving; and
experiential approaches to learning.

3.2 **Social Justice** — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

## CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs)

<table>
<thead>
<tr>
<th>TPE 1: Engaging and Supporting All Learners in Learning</th>
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<td>TPE 2: Creating and Maintaining Effective Environments for Student Learning</td>
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<td>TPE 3: Understanding and Organizing Subject Matter for Student Learning</td>
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<td>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</td>
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<td>TPE 5: Assessing Student Learning</td>
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<td>TPE 6: Developing as a Professional Educator</td>
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OBJECTIVE

- Create a conceptual unit for teaching that demonstrates a coherent theory of instruction based on “best practices” and current educational theory

DESCRIPTION

As a teacher, you will have numerous opportunities to create weekly lesson plans as well as units that have a conceptual focus and are grounded in multiple rigorous texts. The purpose of this assignment is to give you experience writing a thoughtful unit for your future students that will stimulate authentic learning and develop their reading, writing, and language skills.

You will be asked to create a 3-week conceptual unit plan developed through the use of the backward design model (Smagorinsky; Wiggins & McTighe) discussed in class. Throughout the quarter, the weekly readings, discussions, and activities will inform the development of your unit. Parts of the unit plan will be due in draft format throughout the quarter, and you will receive feedback from both your classmates and your instructor as you develop your unit plan. You will then submit your final unit plan.

Below is a brief description of each component of the unit plan. More details will be provided in class.

COMPONENTS OF THE UNIT PLAN

1. UNIT PLAN OVERVIEW

   The unit plan overview provides insight into the unit learning objectives, texts, and assessments. Components of the unit overview will be submitted at different times throughout the quarter. Your unit overview should include the following sections:

   - **Overview (Due 10/17):** The overview includes the following components
     - Title
     - Grade
     - Timeframe
     - Conceptual focus
     - Description of unit
       - Write a 1-2 sentence description of the conceptual focus and 3 sub-foci (1 sub-focus for each week) of your unit and provide a rationale for the appropriateness and importance of this conceptual focus and sub-foci for your particular learning context.
     - **The Big Picture:** The big picture will include the following components:
Essential Questions (Due 10/17): Create a list of essential questions that will guide your students’ exploration of the concept and texts. When writing these essential questions, denote which questions will be explored for each week of your unit.

Enduring Understandings (Due 10/17): Create a list of enduring understandings you would like your students to learn by the end of the unit. When writing these enduring understandings, denote which understandings will be explored for each week of your unit.

Common Core Standards (Due 10/17): Create a list of the primary Common Core Standards that will be addressed throughout your unit. List these standards by the week in which they will be addressed.

Overview of Assessments (Due 10/17): Create a list of the formative and summative assessments you will use throughout the unit. Provide a 1-2 sentence description of how the assessments will help you to evaluate your students’ learning of specific standards and enduring understandings and how the assessments reflect a variety of assessments and students’ diverse backgrounds, interests, and learning needs.

• Unit Readings (Due 10/17)
  o Fiction Texts: Provide a list of both core and supplemental fiction texts that you will use throughout your unit.
  o Non-Fiction Texts: Provide a list of both core and supplemental non-fiction texts that you will use throughout your unit.

2. MAKING CONTENT ACCESSIBLE
   • Academic Language (Due 11/7): Provide a list of academic language that will be taught throughout your unit. Divide this list into language function, vocabulary, discourse, and syntax. Provide a second list in which you identify the supports/scaffolds that will be implemented in order to help students to acquire the identified language.

3. SUMMATIVE WRITING ASSIGNMENT SHEET & RUBRIC (Due 11/7)
   Create a summative writing assignment sheet and rubric for secondary students that describes a culminating assessment that will assess students’ understanding of the unit’s conceptual focus, essential questions, enduring understandings, Common Core standards, texts, and academic language. This writing assignment sheet and rubric should be written with the student audience in mind.

4. UNIT CALENDAR (Due 11/14)
   Using the unit calendar template, create a detailed overview of each lesson of the 3-week unit. The unit calendar will include information regarding standards, essential questions, and texts explored each day of the unit as well as the
scaffolding that will be provided to help to make the texts accessible and also prepare students for success on the summative assessment.

5. LESSON PLANS (1 Lesson Plan Due 11/14 & 1 Week of Lessons Due 12/15)
Following the ENGL 424 template (posted on Poly Learn and included in this assignment packet), create a series of 1 week of lessons for your conceptual unit. Each lesson should reflect the theory and instructional strategies we have discussed in ENGL 424. Your lesson plans should be clear enough that a substitute teacher could step in with only your unit plan and be able to teach for any week of the unit.

6. SUPPORTING MATERIALS (Due 11/14 & 12/15)
In addition to writing the lesson plans, you are also responsible for all supporting materials for each day of instruction. These materials could include vocabulary sheets, quizzes, activity directions, PowerPoint lectures or notes for teacher-presented material (limited because our focus is student-direct instruction), handouts of literary pieces, graphic organizers, etc.

SUBMITTING YOUR UNIT PLAN
When your final unit plan is due, you will need to submit the following materials:

1. Upload your entire unit (as one document following the unit plan formatting template) to the appropriate discussion forum on Poly Learn.

GRADING
As you develop your unit plan, you will receive feedback from both your classmates and your instructor.

You are expected to submit all drafts of the unit plan when they are due. If you do not submit the drafts by the required due date, you will receive a reduced participation grade for the course (1/2 a letter grade for each late draft of the unit plan). In addition, your final unit plan will be graded according to the attached rubric.
## Teaching English in Secondary Schools
### Fall 2016
### Unit Plan Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>0-6</th>
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<th>8-9</th>
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<tr>
<td>Standards Addressed edTPA Task 1 TPE 3 &amp; 4</td>
<td>Standards are not included on the unit plan overview OR standards indicated have no relation to enduring understandings and/or instruction.</td>
<td>Although standards are mentioned, these standards do not appear to be central to the conceptual focus, essential questions, enduring understandings, instructional steps, and/or assessments.</td>
<td>There is a clear alignment among essential questions, enduring understandings, instructional steps, assessments, and standards; standards are central to the content area; the enduring understandings are explicit and logical.</td>
<td>All components of 8-9 plus: Conceptual focus and essential questions include personal response that builds toward critical thinking and rational argument.</td>
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<td>Component</td>
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<tr>
<td><strong>Progression of Content</strong></td>
<td>Objectives of lesson plans do not match objectives of unit</td>
<td>Alignment of unit objectives and daily objectives is unclear</td>
<td>Alignment of unit objectives</td>
<td>All components of 8-9 plus:</td>
</tr>
<tr>
<td><strong>edTPA Task 1</strong></td>
<td>Activities within days do not align with day’s objectives</td>
<td>Sequence of instruction may not move students forward in a way that matches sound pedagogical theory</td>
<td>Daily objectives are explicit and logical</td>
<td>Plan includes a variety of instruction to support different learning styles and language needs</td>
</tr>
<tr>
<td>TPE 1, 3, 4, &amp; 5</td>
<td>Progression of objectives based on a flawed interpretation of students’ experiential backgrounds, interests, and/or prior knowledge</td>
<td>Activities may help students make connections with their experiential backgrounds, interests, and/or prior learning to help students reach the unit’s objectives</td>
<td>Plan begins where students are and move them in carefully scaffolded steps toward completion of summative assessments and unit objectives</td>
<td>Plan integrates different modes of learning (e.g., listening, speaking, reading, writing, viewing)</td>
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Guise – ENGL 424 Fall 2016
## Instructional Strategies for All Learners
*edTPA Task 1 & 2 TPE 1, 3, & 4*

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<tbody>
<tr>
<td>Instruction provides no central focus on unit</td>
<td>Instruction is teacher-centered</td>
<td>Instruction is often teacher-centered</td>
<td>The central focus of daily instruction engages students through</td>
<td>All components of 8-9 plus:</td>
</tr>
<tr>
<td>objectives or specific content</td>
<td></td>
<td></td>
<td>learning-centered activities: active constructivist approaches,</td>
<td>Activities and assignments include personal response that builds</td>
</tr>
<tr>
<td>Instruction is one-dimensional without</td>
<td>Instruction may include vague connections between facts, concepts,</td>
<td>Activities attempt to reinforce objectives</td>
<td>problem solving, discovery, and authentic discussion.</td>
<td>toward critical thinking and rational argument</td>
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<tr>
<td>regard for diverse learners’ needs</td>
<td>readings, and discussion</td>
<td></td>
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<tr>
<td>Instruction lacks multiple dimensions and</td>
<td>Instruction lacks multiple dimensions and provides minimal access</td>
<td>Instruction offers multiple dimensions and actively promotes</td>
<td>Instruction consistently involves all students in classroom activities and discussion</td>
<td></td>
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<tr>
<td>provides minimal access for students with</td>
<td>for students with diverse learning abilities</td>
<td>learning by students with diverse abilities including adaptations</td>
<td></td>
<td></td>
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<tr>
<td>diverse learning abilities</td>
<td></td>
<td>to foster comprehension</td>
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Activities and assignments include personal response that builds toward critical thinking and rational argument.
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</table>
| **Assessment Strategy**  
*edTPA Task 1 & 3  
TPE 1, 3, & 5* | Provides limited opportunities to check for student understanding at each stage of the learning process and to enable re-teaching when necessary | Provides opportunities to check for student understanding at each stage of the learning process and to enable re-teaching when necessary | Provides opportunities to check for student understanding at each stage of the learning process and to enable re-teaching when necessary. | All components of 8-9 plus:  
Modifies, adapts, and/or designs assessment choice to allow students with special needs the opportunity to demonstrate understandings and skills relative to the unit’s objectives  
All options students have in assessment activities measure the same objectives |

OR

Significant mismatch between one or more assessment instruments or methods and the enduring understandings and unit objectives being assessed

Limited quantity and variety of evidence to support inferences about student understanding

The assessment of one or more unit objectives does not go beyond surface-level understandings

Assessments are varied and access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding

Assessments allow students to show depth of understanding with respect to unit’s objectives
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<tbody>
<tr>
<td><strong>Academic Language</strong>&lt;br&gt; edTPA Task 1, 2, &amp; 3&lt;br&gt; TPE 1, 3, &amp; 4</td>
<td>Few identified vocabulary, text types, or other language demands associated with the learning/assessment tasks&lt;br&gt; Little or sporadic support for identified language demands&lt;br&gt; OR&lt;br&gt; Language and/or content is oversimplified, which limits student access to core content</td>
<td>Adequately identifies language demands of unit&lt;br&gt; Provides scaffolding to address identified gaps&lt;br&gt; Provides immediate access to core content</td>
<td>Identifies a wide range of specific language demands (e.g., language function, vocabulary, syntax, AND discourse)&lt;br&gt; Uses scaffolding to provide access to core content&lt;br&gt; Provides explicit models, opportunities for practice, and feedback for students to develop further language proficiency</td>
<td>Level 8-9 plus:&lt;br&gt; Identifies comprehensively the language demands&lt;br&gt; Instructional supports are designed to meet the needs of students with different levels of language learning.</td>
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<tr>
<td><strong>Theoretical Support</strong></td>
<td>Lesson plan development, instructional strategies, and assessments are erroneously supported through a significant misapplication of theory or research principles.</td>
<td>Lesson plan development, instructional strategies, and assessments are consistent with principles from theory and research.</td>
<td>Lesson plan development, instructional strategies, and assessments are based on sound knowledge of research and theory linked to knowledge of students in the class.</td>
<td>Lesson plan development, instructional strategies, and assessments integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content.</td>
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</table>
OBJECTIVE
The goal of this assignment is for you to gain practice developing effective writing explanations, examples, and activities that ask students to apply writing concepts to reading or writing. Furthermore, this assignment will give you practice teaching a writing lesson and responding to students’ questions about writing. Finally, this assignment will help prepare you for the job search, which frequently requires the delivery of a 10-minute lesson where students achieve a measurable learning outcome.

DESCRIPTION
For this assignment, you will teach a 10-minute lesson on a particular writing concept. The targeted audience for this lesson will be secondary students, but the lesson will be delivered to your ENGL 424 classmates.

It is important that you not try to cover every aspect of the topic you will be teaching. Writing concepts are complex and take time to explain and learn, so trying to explain all aspects of a writing concept will most likely overwhelm your students and lead to shallow learning. Instead, choose one aspect of your assigned topic to explain and to apply to academic reading and/or writing through your activity.

COMPONENTS OF THE TEACHING DEMONSTRATION ASSIGNMENT

1. ROUGH DRAFT OF LESSON PLAN & MATERIALS

You are responsible for creating a 10-minute lesson plan for secondary students that is grounded in “best practices” for teaching writing and includes an explanation of your assigned writing concept as well as an application activity. In addition, you will create a draft of the materials necessary to teach your lesson.

In order to design a high-quality lesson, I suggest that you use our assigned readings and recommended websites to research various ways in which your writing concept can be explained and taught.

The week before you teach your classmates, you are responsible for posting to the appropriate discussion forum on Poly Learn a rough draft of your lesson plan and materials. I will then email you feedback before you teach.

2. REVISED LESSON PLAN & TEACHING

On the day of your lesson, you are responsible for posting to the appropriate discussion forum on Poly Learn your revised lesson plan and materials. You will then teach your 10-minute lesson to your ENGL 424 classmates. Your lesson will be videotaped.
3. **INDIVIDUAL REFLECTION**

The week after you teach your classmates, you are responsible for posting to the appropriate discussion forum on Poly Learn a written reflection (4-6 single-spaced pages including prompts) on the assignment and your teaching. Your reflection should respond to and include the following questions/prompts (please use the assignment template):

1. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
2. Explain how your instruction engaged students in understanding a writing concept.
3. Explain how you elicited and built on student responses to promote thinking and develop students’ abilities to understand a writing concept.
4. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the writing concept (e.g., missed opportunities)?

Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.

**GRADING**

As you develop your lesson, you will receive feedback from both your classmates and your instructor.

You are expected to submit all written components of this assignment when they are due and to teach your lesson on the scheduled day. Failure to do so will result in a reduced participation grade for the course. In addition, this assignment will be graded according to the attached rubric.

**DUE DATES**

During Week 2 of the course, you will draw from a hat the date you will teach your lesson. You will then choose what writing concept you would like to teach. Note: You may choose to work with a partner for the development and teaching of the lesson; however, the written reflection will be done individually. Once dates have been selected, a schedule will be distributed to all students that will show when each component of this assignment will be due since due dates will be dependent on the date you are scheduled to teach.
Teaching English in Secondary Schools  
Fall 2016  
Teaching Demonstration Rubric

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<tbody>
<tr>
<td>Qualities of Effective Writing Instruction</td>
<td>The instruction does not reveal qualities of effective writing instruction and does not align with class readings.</td>
<td>The instruction is often aligned with an ineffective approach to writing instruction; however, there are one or two instances of aligning with effective writing instruction.</td>
<td>The instruction aligns directly with the qualities of effective writing instruction.</td>
<td>Level 8-9 plus: The teacher makes it explicit to students the rationale for the employed approach to writing instruction.</td>
</tr>
<tr>
<td>Engaging Students in Learning</td>
<td>Instruction is teacher-centered and provides no central focus on a writing concept. Instruction is one-dimensional without regard for diverse learners’ needs.</td>
<td>Instruction is often teacher-centered. Activities attempt to reinforce lesson objectives. Instruction lacks multiple dimensions and provides minimal access for students with diverse learning abilities.</td>
<td>The central focus of the lesson engages students through learning-centered activities: active constructivist approaches, problem solving, discovery, and authentic discussion.</td>
<td>Level 8-9 plus: Instruction offers multiple dimensions and actively promotes learning by students with diverse abilities.</td>
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<tr>
<td><strong>Deepening Student Learning</strong></td>
<td>The teacher does most of the talking and students provide few responses. OR The teacher primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>The teacher elicits student responses related to understanding a writing concept.</td>
<td>The teacher elicits and builds on students’ responses to develop understanding of a writing concept.</td>
<td>Level 8-9 plus: The teacher facilitates interactions among students so they can evaluate their own abilities regarding the writing concept.</td>
</tr>
<tr>
<td><strong>Analyzing Teaching Effectiveness</strong></td>
<td>The teacher suggests changes unrelated to evidence of student learning OR The teacher proposes changes that are focused primarily on improving direction for learning tasks or task/behavior management.</td>
<td>The teacher proposes changes that address students’ collective learning needs related to the writing concept. The teacher makes superficial connections to research and/or theory.</td>
<td>The teacher proposes changes that address individual and collective learning needs related to the writing concept. The teacher makes connections to research and/or theory.</td>
<td>Level 8-9 plus: The teacher justifies changes using principles of research and/or theory.</td>
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<tr>
<td>Accuracy of Writing Explanation &amp; Conventions of Written Reflection</td>
<td>The materials, teacher responses during instruction, and/or the written reflection include numerous content inaccuracies.</td>
<td>The materials, teacher responses during instruction, and/or the written reflection include several content inaccuracies that may interfere with understanding the lesson and/or the reflection.</td>
<td>The materials, teacher responses during instruction, and/or the written reflection include a few content inaccuracies; however, these inaccuracies do not interfere with understanding the lesson and the reflection.</td>
<td>The materials, teacher responses during instruction, and the written reflection include no content inaccuracies.</td>
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</tbody>
</table>