

**ED 262A: CURRICULUM & INSTRUCTION IN ENGLISH**  
**Summer 2018**  
**July 2 – July 12**

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**Course Overview**

Welcome to the first course in a three-part sequence on teaching English Language Arts (ELA) in secondary school. These three courses focus on how to “make thinking visible” for students as they learn to read and interpret both fiction and non-fiction texts, and communicate their ideas in discussion, writing, and other media, in order to better understand texts, themselves, and the world. Our ultimate goal is to help you learn to build on the resources your students bring to the classroom, and design lessons and units that will help your students become independent readers and writers who can fully engage the world of texts that surrounds them.

**Guiding Questions**

This first quarter is an intensive introduction to the teaching of English, where we explore:

- Why teach English? What are some of the different purposes for teaching middle and high school English?
- How do you become a curriculum designer?
- How do you teach argument writing?

**Core Practices**

We will also introduce you to some of the core practices for the teaching of ELA that will be developed across the 3-quarter sequence, and that you will practice in C&I and in your placements. These practices include:

- Task Analysis and Backward Design
- Cultural Modeling
- Strategy Instruction
- Providing Feedback
- Orchestrating Classroom Discourse

**Class Goals**

This course is also designed to achieve concrete goals. By the end of this course, you will:

- Interrogate and expand your knowledge, beliefs, and assumptions about ELA
- Assess student writing and engage in a task-analysis of argument writing
- Use backward design to address task analysis
- Create an activity that makes visible students’ everyday argument skills and practices
- Design a lesson that offers students a strategy for an aspect of argument writing that students can then use on their own.

## **Participation**

This course is designed to create a collegial culture in which we can all learn from one another. To facilitate this culture, we expect everyone to:

- Complete readings for each class; be prepared to participate in activities and discussions.
- Listen actively and respectfully to each other, following norms you developed in STEP.
- Attend and be on time for every class, except in case of emergency. We need each other to learn! If you must miss a class, you must inform an instructor in advance and arrange for a colleague to take notes and pick up readings or assignments.
- Stow away phones, laptops, tablets, unless required for specified activity.

## **Grading**

Ultimately, this course will be graded A, B, C, I (incomplete), or NC (no credit). We hope and expect that every student in this class will earn an A at the end of the course. During the course, however, our primary goal in responding to your assignments is to provide feedback and engage in conversation about your thinking and planning. Thus, we provide comments but not letter grades on your work. Instead, we mark your work as either “complete” or “incomplete.”

- “Complete” means that you have met the goals for that assignment.
- “Incomplete” means that you need to revise and resubmit your work in order to gain more practice or grasp a concept. When you do so, you will earn a “complete” and, more importantly, learn more about instructional design. Revision is an organic part of the learning process. Every student revises many times.

You may earn a B or lower if you miss more than one class session and/or you miss more than one assignment.

Because we believe that an A grade in this course is generally attainable through rigorous effort, we consider a B grade to be of some concern. We may share those concerns with the STEP director so we can help you secure the support and resources you may need in order to complete the rest of your time in STEP successfully. Should you have any questions about your progress in the course, please do not hesitate to talk with your professors.

## **Course Assignments**

Written argument and task analysis  
Posting notes for class  
Writing lesson plan

Due Friday July 6  
Due Wednesday July 11  
Due Friday, July 13

Day	Topic	Readings
<b>Monday July 2</b>	<p>What will C&amp;I be like?</p> <p>What and why English Language Arts?</p> <p><i>Toolkit: Using primary sources to make inferences</i></p>	<ol style="list-style-type: none"> <li>1. Duncan-Andrade and Morrell (skim pages 1 - 11; then read closely from page 12)</li> <li>2. Ivey and Fisher</li> <li>3. Yagelski</li> <li>4. Liu (optional – on Canvas)</li> </ol>
<b>Tuesday July 3</b>	<p>Language and power</p> <p>Evaluating student writing to plan for teaching</p> <p>How do you do a task analysis?</p> <p><i>Toolkit: Contrasting cases</i></p>	<ol style="list-style-type: none"> <li>1. Delpit (read closely 1- 4; skim rest. You'll read Delpit again in Literacies class)</li> <li>2. Kirkland</li> <li>3. Lunsford</li> </ol>
<b>Thursday July 4</b>	<p>Introducing argument writing</p> <p><i>Toolkit: Skills gateways</i></p>	<ol style="list-style-type: none"> <li>1. Hillocks preface and chapters 1 - 3</li> </ol>
<b>Friday July 5</b>	<p>Backward design</p> <p>How do you sequence a unit?</p>	<ol style="list-style-type: none"> <li>1. Wiggins and McTighe, chapters 1 and 7</li> </ol>
<b>Monday July 8</b>	<p>Language and power</p> <p>How do you design lessons to target specific writing issues?</p> <p><i>Toolkit: Practices for building classroom culture</i></p>	<ol style="list-style-type: none"> <li>1. Gutierrez</li> <li>2. Hammond</li> </ol>
<b>Tuesday July 9</b>	<p>Making thinking visible</p> <p>How do you design a complete lesson?</p> <p><i>Toolkit: Skills gateways</i></p>	<ol style="list-style-type: none"> <li>1. Collins</li> </ol>
<b>Wednesday July 10</b>	<p>Making thinking visible with cultural modelling</p> <p>How do you develop assessment materials?</p>	<ol style="list-style-type: none"> <li>1. Lee</li> </ol>
<b>Thursday July 11</b>	<p>Synthesis, reflection</p> <p><i>Toolkit: Shared notes</i></p>	<ol style="list-style-type: none"> <li>1. Au</li> </ol>