

ED 262A: CURRICULUM & INSTRUCTION IN ENGLISH
Summer 2019
July 1 - July 12

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Course Overview

In the first quarter of this three-quarter class, we will begin a conversation about the purposes for teaching English in public schools with diverse student populations. This intensive introduction to the teaching of English is organized around a series of guiding questions, including:

- Why teach English? What are some of the different purposes for teaching middle and high school English?
- Given the different components of the English curriculum, how can we create a sense of coherence?

In the first week, we will examine different perspectives on the purposes for teaching English, and you will be asked to consider the version of English to which you currently subscribe. As you might expect, over the course of the C&I sequence and your experiences in STEP, your perspective is likely to shift and develop.

In addition to this introduction, we will explore issues related to the teaching of writing. In the first week, we will work on autobiographical narratives of a moment of learning. The purpose of this assignment is to help you reflect on the experience as a learner and also to engage in the writing process as we study it. As we write, we will consider questions about the nature of writing, the various processes in which writers engage, and the role of response in revision.

In the second week of the course, we will look more closely at how students learn to write and how teachers can support the process of learning to write. We will explore how to create writing assignments, how to provide instruction that supports students through the writing process, and how to provide helpful feedback to students throughout the writing cycle. The culminating assignment for the summer will involve designing a writing assignment for students and creating a sequence of instructional activities to help students complete the assignment successfully.

In addition to the substance around the teaching of writing, we will also begin to introduce you to a set of core practices for the teaching of English that will be developed across the 3-quarter sequence. These practices include:

- Modeling
- Instructional Explanation
- Providing Feedback
- Strategy Instruction/Task Analysis
- Orchestrating Classroom Discourse

You will have opportunities to learn about and try out these practices, both in our STEP class and in your field placement.

Course Expectations

As the first of a sequence of three classes, 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 come to class having completed the readings for that session and to be prepared to participate in activities and discussions. We also expect people to listen carefully and respectfully to their colleagues. Our collective engagement in class activities and discussions will facilitate your learning; we therefore assume regular attendance. If you must miss a class, be sure to inform an instructor and also arrange for a colleague to take notes and pick up readings or assignments. **All readings will be available on Canvas or provided in hard copy.**

Course Assignments

Autobiographical folder and personal narrative

due July 9

Instructional sequence for teaching writing

due July 13

Course Expectations and Grading (Borrowed from Maren Aukerman)

We have high expectations for the quality of your work. We expect you to engage deeply with course concepts by thinking, reading, writing, and teaching to the absolute best of your ability. We expect critical dialogue, tough questions, and a willingness to take on, in an honest way, the risk of deeply exploring something that may feel quite unfamiliar, conceptually and pedagogically. Because we strongly believe you will do so, we hope and expect that every student in this class will earn an A. (We will not be giving A+'s or A-'s because we want you to take intellectual and pedagogical risks as learners and as teachers without being burdened by whether you are going to get a top grade.)

Our primary goal in responding to your assignments is to provide feedback and engage in conversation about the work you have done. Thus, we will provide comments but not any letter grade, numerical grade, or rubric score on your written assignments. If we think your work needs further revision to both benefit your thinking and meet course expectations, we will ask you to edit, rewrite, or submit an addendum to what you have turned in. We see this as an organic part of the learning process, and most students who need to resubmit assignments go on to excel in our course.

We will give a B grade only to students who have completed the main course requirements but have not fully met our course expectations, which include:

1. Regular, on-time attendance (except in highly unusual circumstances, you are not allowed to miss more than one class session);
2. Coming to class prepared, having closely read required readings and having completed any fieldwork or other preparation you are asked to undertake;
3. Rigorous, open-minded, and respectful class participation;
4. Turning in all work and any requested revisions on time.

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. We do not anticipate giving any grade below a B, but reserve the right in rare cases to do so if course requirements are not met. Should you have any questions about your progress in the course, please do not hesitate to talk with your section instructors about it.

Please note that, if permission is granted to turn in an assignment late, you will receive credit but may receive few, if any, additional comments on your work.

TENATIVE COURSE CALENDAR

<i>Date</i>	<i>Topic</i>	<i>Reading for this class</i>
7/1, Day 1	Introductions Why teach? Joining the literacy club	Have read chapter 2 of <i>Lives on the Boundary</i> by Mike Rose
7/2, Day 2	What is English and why teach it?	Yagelski Probst Christensen Cisneros (in class)
7/3, Day 3	The Writing Process	Applebee & Langer Bizzell, <i>The Composing Process</i> (optional) Romano Hughes (in class)
7/8, Day 4	Response and Revision <i>Core Practice: Providing Feedback</i>	Sommers, <i>Responding to Student Writing</i> VanDeWeghe
7/9, Day 5	How do kids learn to write? What can teachers do to help them?	*Personal narratives due Smagorinsky et al., chapter 2
7/10, Day 6	Getting started: Gateway activities	Hillocks, <i>Teaching Writing as Reflective Practice</i> , read chapter 8, skim chapter 9 Delpit
7/11, Day 7	Revision and reworking: The role of peer and teacher feedback Other issues in ELA	Daiker TBA
7/12, Day 8	Assessing Student Writing Errors & Expectations: When do we worry about mechanics and why? Wrap-up	TBA

REFERENCES

Day One

Rose, M. (1989/2005). *Lives on the boundary: A moving account of the struggles and achievements of America's educational underclass*. NY: Penguin Books. Chapter 2.

Day Two

Yagelski, R.P. (1994). Literature and literacy: Rethinking English as a school subject. *English Journal*, 83(3), 30-36.

Probst, R.E. (1994). Reader-response theory and the English curriculum. *English Journal*, 83(3), 37-44.

Christensen, L. (2011). Finding voice: Learning about language and power. *Voices from the Middle*, 18(3), 9-17.

Day Three

Applebee, A.N., & Langer, J.A. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language arts*, 60(2), 168-175.

Romano, T. (1987). *Clearing the way: Working with teenage writers*. Portsmouth, NH: Heinemann, chapter 4.

Bizzell, P. (1986). Composing processes: An overview. In A.R. Petrosky & D. Bartholomae (Eds.). *The teaching of writing: Eighty-fifth yearbook of the national society for the study of education*. Chicago: The University of Chicago Press.

Day Four

Sommers, N. (1982). Responding to student writing. *College Composition and Communication*, 33(2), 148-156.

VanDeWeghe, R. (2004). "Awesome Dude!" Responding hopefully to peer writing. *English Journal*, 94 (1), 95 – 99.

Day Five

Smagorinsky, P., Johannessen, L. R., Kahn, E., & McCann, T. M. (2010). *The dynamics of writing instruction: A structured process approach for the composition teacher in the middle and high school*. Heinemann, chapter 2 (skim chapter 1).

Day Six

Hillocks, G. (1995). *Teaching writing as reflective practice*. NY: Teacher's College Press, chapter 8 (skim chapter 9).

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.

Day Seven

Daiker, D. A. (2011). Learning to praise. *Concepts in Composition: Theory and Practice in the Teaching of Writing*, 168.

TBA

Day Eight

TBA