



ED 262A: CURRICULUM & INSTRUCTION IN ENGLISH Summer 2020

7/30;
8/3; 8/4; 8/6;
8/10; 8/11; 8/13
8/17; 8/18

August

Monday	Tuesday	Wednesday	Thursday	Friday
3 Clinical experiences Literacies (2) C & I (2)	4 Literacies (3) C & I (3)	5 Distance T & L (1) Seminar A (2), Supervision	6 Literacies (4) C & I (4)	7 Community building, Clinical connections SFTR Orientation
10 Clinical experiences Literacies (5) C & I (5)	11 Literacies (6) C & I (6)	12 Distance T & L (2) Seminar A (3), Supervision	13 Literacies (7) C & I (7)	14 Community building, Clinical connections
17 Clinical experiences Literacies (8) C & I (8)	18 Literacies (9) C & I (9)	19 Distance T & L (3) Seminar A (4), Supervision	20 Four Day Weekend	21 Four Day Weekend
24 Clinical experiences Equity & Schools (1) Seminar B (1)	25 Equity & Schools (2) Distance T & L (4)	26 Community building Seminar B (2), Supervision	27 Equity & Schools (3) Distance T & L (5)	28 Community building, Clinical connections
31 Clinical experiences Equity & Schools (4) Seminar B (3)				

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 summer 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:

- Justifying your teaching choices in relation to equity and anti-racism
- Task analysis and backward design
- Cultural modeling and making thinking visible
- Strategy instruction
- Sharing feedback

Class Goals

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

- Interrogate and expand your knowledge, beliefs, and assumptions about ELA
- Engage in a task-analysis of argument writing
- Use task analysis to practice backward design
- Use student work to understand student learning needs
- Design an exercise to teach students strategies for an aspect of argument writing

Participation

Learning and building community online is a challenge. We will lean on each other to create a supportive culture in which we can all learn from one another. To facilitate this culture, we will all need to:

- Be focused on each other and our work when we’re online together
- Complete readings for each class; be prepared to participate in activities and discussions.
- Listen actively and respectfully to each other, following norms you develop in STEP.
- If you have to miss a class, let us know in advance, and arrange to meet with a colleague or instructor to support your learning.

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.

Assignments and Due Dates

Day	Topic	Readings and writing assignments due on this date
Thursday July 30	What should English Language Arts students learn? Why? <i>Toolkit: Note-taking with “the four A’s”</i>	1. De Los Rios et al 2. Yagelski 3. Choose one: a. Liu b. Duncan-Andrade and Morrell (skim pages 1 - 11; then read closely from page 12) c. Ivey and Fisher
Monday August 3	Why does most teaching look the way it does right now? <i>Toolkit: Contrasting cases for constructivist learning</i>	1. English Language Arts exams from 1900 – present 2. Excerpts of lesson plans from 1870 – present 3. Writing: Your reactions to the principles and ideas about learning that are embedded in these documents.

**Tuesday
August 4**

How does argument fit in to how and why we teach? How do you make funds of knowledge visible?

1. Kirkland
2. Lunsford

Toolkit: Funds of knowledge activities

**Thursday
August 6**

How do you develop learning goals and design lessons to get at those goals? How do you draw on students' everyday practices to design curricula?

1. Writing: Your own argument in response to "Kill or Spill"
2. Hillocks intro, preface, and chapters 1
3. Student arguments from "Spill or Kill" activity

Toolkit: Funds of knowledge activities

**Monday
August 10**

How do you use a task analysis to "backward design" a lesson?

1. Martinez et al
2. Wiggins and McTighe, chapter 1,7

Toolkit: Contrasting cases for criteria building

**Tuesday
August 11**

How do you develop learning goals and design lessons to get at those goals?

1. Writing: Your draft of a lesson plan

Toolkit: Contrasting cases and funds of knowledge activities

**Thursday
August 13**

How do you make thinking visible in a lesson?
How do you design a complete lesson?

1. Au

Toolkit: Skills gateways

**Monday
August 17**

How do you teach a lesson?

1. Today you "rehearse" your lesson

**Tuesday
August 18**

How do you give feedback? How do you help students synthesize?

1. Lee