

## EDUC 262A Summer 2021

Instructor: Sarah Levine, [srlevine@stanford.edu](mailto:srlevine@stanford.edu)  
TA: Chris Mah, [chrismah@stanford.edu](mailto:chrismah@stanford.edu)

Office hours by appointment  
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### **Class**

Day: 7/26; 7/29; 8/2; 8/5; 8/9; 8/12; 8/16; 8/19  
Time: 3:00-6:00 p.m.

### **General description**

Welcome to the first course in a three-part sequence on teaching English Language Arts (ELA) in secondary school. These courses focus on how to “make thinking visible” for students as they learn to read and interpret texts and communicate their ideas in discussion, writing, and other media. Learning these skills and dispositions will help kids 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.

### **Big 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?

### **Learning goals**

This quarter, you will:

- Expand your knowledge, beliefs, and assumptions about ELA
- Use student work to understand student learning needs Engage in a task analysis of argument writing
- Use task analysis to practice backward design
- Practice making thinking visible with “funds of knowledge” activities
- Design and teach strategies for an aspect of argument writing

### **Students with documented disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oea>)

## Course procedures

Learning and building community can be a challenge, even when it's not online. 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 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.

## Assignments and 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.

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 directors 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.

Assignment	Date Due
Reading and day to day activities	Daily
Written argument	August 2, 2021
Writing lesson plan	Tuesday, August 12
Rehearsal of argument lesson	Thursday, August 19
Posting notes for class	TBD

## Weekly overview – Summer C&I

7/26; 7/29; 8/2; 8/5; 8/9; 8/12; 8/16; 8/19

Day	Topic	Assignments due before class begins
<b>Monday July 26</b>	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
<b>Thursday July 29</b>	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 Choose one: a. Liu b. Duncan-Andrade and Morrell (skim pages 1 - 11; then read closely from page 12) c. Ivey and Fisher
<b>Monday August 2</b>	How does argument fit into how and why we teach? How do you make funds of knowledge visible?  <i>Toolkit: Funds of knowledge activities</i>	1. Kirkland 2. Lunsford
<b>Thursday August 5</b>	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?  <i>Toolkit: Funds of knowledge activities</i>	2. Hillocks intro, preface, and chapters 1 3. Student arguments from “Spill or Kill” activity

<b>Monday August 9</b>	How do you use a task analysis to “backward design” a lesson?  <i>Toolkit: Contrasting cases for criteria building</i>	1. Martinez et al 2. Wiggins and McTighe, chapter 1,7
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<b>Thursday August 12</b>	How do you develop learning goals and design lessons to get at those goals?  <i>Toolkit: Contrasting cases and funds of knowledge activities</i>	<b>1. Writing: Your draft of a lesson plan</b>
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<b>Monday August 16</b>	How do you make thinking visible in a lesson? How do you design a complete lesson?  <i>Toolkit: Skills gateways</i>	1. Lee 2. <i>Optional:</i> Gutierrez, pps. 29 – 34
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<b>Thursday August 19</b>	How do you teach a lesson? How do you give feedback?	1. Au
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**Useful links**

This course has benefitted from a few great online resources that you might find helpful as well:

[Cult of Pedagogy](#)

[School Reform and Classroom Practice](#)

[Jason Reynolds & Julia E. Torres Author Take Over](#)