Welcome to this second course in a three-part sequence on teaching English Language Arts in secondary school. These three courses focus on how to “make thinking visible” for students as they learn to read and critically interpret both fiction and non-fiction texts, and communicate their ideas in discussion, writing, and through other media. The ultimate goal here is to help you, the teacher, learn to leverage 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 participate in and enjoy the world of texts that surrounds them.

In this fall course, we will build on last quarter’s work on narrative writing. We will focus on the teaching of argument discussion, writing, and unit building. We hope to help you learn how to:

- Interrogate goals for your students’ learning
- Design project based units that fulfill some of those goals
- Engage in task analysis or task mapping of different aspects of reading and writing goals
- Recruit students’ everyday skills and practices that relate to those goals
- Compare individual texts to understand deep structures and develop criteria
- Choose texts that are compelling and help students do the work you think is valuable
- Design targeted lessons based on evaluations of student work
- Teach grammar as an integrated part of a unit
- Lead discussion with authentic questions
- Develop your students’ speaking and listening skills
- Teach approaches, strategies, and heuristics that students can use on their own

Our goals as your instructors include being well-prepared, responsive, and reflective teachers who build curricula based on your ideas, questions, and requests, as well as our own knowledge. We are committed to helping build connections between your Stanford learning and your everyday experiences and needs as a teacher.
Course Practices

Participation and collegiality
- Please attend, be on time for, and be an active, engaged, respectful participant in all of our classes. Please talk with your instructors in advance about any problems doing so. You may receive a lower grade as a result of one or more absences from all or part of class.
- Please have phones, laptops, tablets, etc. stowed away, used only during formal breaks or for specified class activity.

Course readings
- Please read and annotate all assigned texts before class.
- Please bring accessible copies of all readings to class.
- If you read on a screen, you must have an annotation app. Please do not use smart phone to read assigned texts.

Deadlines, revisions, support, integrity
- As long as you have submitted a complete assignment on the due date, you are welcome to revise to gain extra practice and raise your grade. All revisions must be submitted within a week of day you received feedback.
- Late work is subject to grade penalty. Please discuss extenuating circumstances with instructors well in advance.
- Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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 being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066)
- Stanford Honor Code. You are expected to follow the Stanford Honor Code. For an explanation of the Honor Code, please go to http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm. If you have any questions about how it applies to a particular assignment, please ask.

Submitting assignments
- Please submit all assignments in .doc or .docx form (not .pdf).
- If an assignment has multiple parts, please submit all in one document.
- Save all assignments, including revisions, as Last name_Name of assignment_Date
- Include heading (name, date, and name of assignment) on actual document
- Proofread your assignments.
- On revisions, please always use “track changes.”
TEXTS FOR FALL QUARTER:

Additional course readings are available online in Canvas.

LOOKING AHEAD: TEXTS FOR WINTER QUARTER

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 9/22/15    | **Class 1:** *Argument; cognitive apprenticeship; comparison; “visible-thinking texts”*  
In class:  
1. Argument  
2. Kill or Spill  
3. Build criteria for argument  
4. Rubric?  
5. Overall goals for unit, backward design  
Wilhelm, G. “Let Them Read Trash”  
http://beyondtheblue.boisestate.edu/blog/2012/01/17/let-them-read-trash-the-power-of-marginalized-texts/  
Narvaez, D. “Does Reading Moral Stories Build Character?”  
Hirsch, E.D. “Cultural Literacy: What Every American Needs To Know” | None             |
| 9/29/15    | **Class 2**  
*Task analysis; cognitive apprenticeship; discussion*  
In class:  
1. Share visible thinking texts  
2. Buster the dog assignment  
3. Task analysis of argument  
4. Discussion of discussion moves  
Hillocks, G. *Teaching Argument Writing*, preface, introduction, and chapter 1  
Napell, S. “Teaching Tips for Discussion”  
Michaels, O’Connor, Resnick. “Deliberative Discourse Idealized and Realized: Accountable Talk in the Classroom and in Civic Life”  
Delpit, L. “The Silenced Dialogue” | “Visible-thinking text” for argument  
Three “authentic” questions that your students might care about |
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 10/6/15    | **Class 3:** *Cognitive apprenticeship; argument; task analysis; criteria-building*  
              | Hillocks, G. *Teaching Argument Writing*, chapter 2  
              | Collins, A. “Cognitive Apprenticeship”  
              | Nasir et al. “Learning as Cultural Practice”  
              | Constructivism – building knowledge text?  
              | Three primary texts that raise difficult issues or questions; assignments that attempt to engage each of those questions  
              | Complete task analysis of written argument |
|            | **In class:**  
              | 1. Discussion of texts  
              | 2. Comparing kill or spill with Buster writing – elements of argument  
              | 3. Developing criteria – college essays  
              | 4. Elements of genre  
              | 5. Sequence of unit on college essay  
              | 5. Task analysis figurative language |
| 10/13/15   | **Class 4:** *Argument; task analysis; discussion*  
              | Graff, G., & Birkenstein, K. *They Say/I Say*, introduction and chapter 1  
              | Petit, A. & Soto, E. “Already Experts: Showing Students How Much They Know about Writing and Reading”  
              | Tan, A. “Mother Tongue”  
              | 5+ different examples of genre that allow students to compare elements, and your explanation of those elements |
|            | **In class:**  
              | Discussion of templates, Graff’s argument, Tan’s argument  
              | Looking at task analysis of college essays: Where might your kids already be using these skills/engaging in these practices?  
<pre><code>          | Task analysis of different assignments |
</code></pre>
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 10/20/15  | **Class 5**  
*Task analysis; cognitive apprenticeship; discussion*  
1. Discussion of demands of various writing assignments in relation to potential challenges for students with learning disabilities  
2. Walk through goals, rationales, enduring understanding; connection to final project  
3. Read and prepare for policy argument | Students’ choice of articles, guides, other texts regarding teaching writing with focus on students with developmental disabilities  
Complete a writing assignment that your own students are doing; do task analysis of that assignment |
| 10/27/15  | **Class 6**  
*Task analysis; discussion*  
1. Begin “backward design” for your own policy unit  
2. Relationship to backward design and struggling writers | Hillocks, G. *Teaching Argument Writing*, chapter 3  
Wiggins, G., McTighe, J. *Understanding by Design*, chapters 1 and 2  
Three texts for policy argument unit |
| 11/3/15   | **Class 7**: *Task analysis,*  
1. EL learners’ needs in relation to what we’ve been learning  
2. Work on unit, mapping outlines and targeted lessons | Wiggins, G., McTighe, J. *Understanding by Design*, chapters 11  
Goldenberg, C. “Teaching English Language Learners What the Research Does—and Does Not—Say”  
Your students’ write-alouds and your analysis of task demands and students’ thinking processes |
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class 8:</strong> Identifying challenges, designing targeted lessons</td>
<td>All student arguments</td>
<td>Identify trends and “ruptures” in student writing</td>
</tr>
<tr>
<td><strong>In class:</strong></td>
<td>1. Discuss student write-alouds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Evaluate students’ work to create targeted lessons re: conceptual issues</td>
<td>Hillocks, G. <em>Teaching Argument Writing</em>, chapter 4</td>
</tr>
<tr>
<td></td>
<td>3. Mapping out day-to-day of policy unit</td>
<td>Ehrenworth, M. “Grammar-Comma-A New Beginning.”</td>
</tr>
<tr>
<td>11/17/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In class:</strong></td>
<td>1. Evaluate students’ work to create targeted lessons re: conceptual issues</td>
<td>Smith, M., Wilhelm, G. “Thinking About Error”</td>
</tr>
<tr>
<td></td>
<td>and grammatical issues</td>
<td>Grammar, Mechanics and English Learners</td>
</tr>
<tr>
<td></td>
<td>2. Visible-thinking texts for grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Our own grammar understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In class:</strong></td>
<td>1. Share units</td>
<td>Hillocks, G. <em>Teaching Argument Writing</em>, chapters 5, 6</td>
</tr>
<tr>
<td></td>
<td>3. TBD</td>
<td>Teacher stance and students with learning disabilities</td>
</tr>
</tbody>
</table>