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Welcome to the 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 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, the teacher, 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.

In the fall course, we will focus on the teaching of argument—both discussion and writing—and introduce backward design, task analysis, and lesson design.

At the end of this course, we hope you will begin to

- Interrogate and expand your knowledge, beliefs, and assumptions about ELA
- Engage in task analysis of interpretation and interpretive writing
- Make visible and build on students’ everyday interpretive skills and practices
- Design a “learning segment,” or sequence of 3 - 5 lessons that
 - help students learn a particular transferable skill and/or explore a particular concept
 - use an interpretive reading strategy, rhetorical writing strategy, or narrative writing skill
 - assesses students’ progress

Final assignment

Your final assignment for the fall will take up some of these learning goals in the form of a 3 -5 day “learning segment,” a.k.a. sequence of lessons. We will work on one together, and then you will design one on your own with support.

Course Expectations

In this second course in your C&I sequence, we hope to continue to build a collegial culture in which we can learn from one another.

To facilitate this culture, we expect that we, your instructors:

1. Are well-prepared, responsive, and reflective teachers
2. Build curricula based on our knowledge, as well as your ideas, questions, and requests.
3. Respond to your work and emails/phone calls in a timely way
4. Model teaching for equity
5. Help build connections between your Stanford and placement learning

We expect the following from you:

1. Attend class every week and arrive on time.
2. Be open-minded to new ideas and practices.
3. Closely read and annotate class articles. Please bring accessible copies to class.
If you read on a screen, you must have an annotation app. Please do not use a smart phone to read assigned texts.
4. Engage in rigorous, open-minded, and respectful class participation.
Please use tech for class-related work only. Otherwise, tech be gone.
5. Share all your assignments with us on time, and do all parts of the assignments.
6. Revise work in response to feedback. Revisions due within a week of receiving feedback.

Grading

Because we believe you can and will do all of these things, we expect that every student in this class will earn an A.

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 a letter or numerical grade on your assignments. Instead, along with comments, you will see either a “complete” or “incomplete” on your work. A “complete” means that you have met the goals for that assignment and are ready to build on your understandings. An “incomplete” means that you will need to do some revision or addition. Responding to feedback will lead to a “complete” grade and, more importantly, is one of the best ways to learn about instructional design.

Except in unusual circumstances, you will earn a B or lower if you:

- Miss more than one class in a quarter
- Arrive late two or more times in a quarter
- Miss more than one assignment in a quarter
- If you must be late or absent, please inform the instructors prior to class (Sarah’s phone: 773 251 3684) and arrange for a colleague to take notes and gather materials for you.
- If you think you need an extension on a deadline, again, you must let us know in advance. Extensions aren’t really a big deal – everyone needs extra time at one point or another – but communicating about the need for extensions is required.

Because we believe that an A grade in this course is generally attainable, we consider a B grade to be of some concern. If we are concerned about your progress, we share those concerns with you and the STEP directors to help you get the support you need. We want you to become a capable and fulfilled teacher. You should also share any concerns about your progress with us so we can help you.

Submitting Assignments

- If an assignment has multiple parts, please **submit all parts in a single word .docx**. (This helps me when reading and downloading)
- Save all assignments with name, assignment and date; write name on doc
- On revisions, please always use “track changes.”

Absences, Tardiness, Late Work

- If you are going to be absent or late, please let us know. We want to see you in class and we worry about you when you’re not there.
- If you think you need an extension on a deadline, again, please let us know in advance. We will try to accommodate you.

Support

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.

SYLLABUS

Course readings are available in hard copies and online in Canvas.

Class Tuesdays 3 - 5:50 pm	Topic	For next class
Class 1	Mapping the world of ELA	Read and annotate
Sept. 25	How do you choose what you teach? <i>Toolkit: Gallery walks, visualizations</i>	<ol style="list-style-type: none">1. <i>Building Adolescent Literacy in Today's English Classrooms</i>, Chapter 1 (Bomer, 2011).2. Jigsaw (Fu, Acosta, Blackburn, Rabinowitz)3. "Night Watch" Prepare for two student think-alouds, due week 4 (class 4)
Class 2	Literary reading and writing	Read and annotate
Oct. 2	How do you teach students to build meaningful interpretations of literary texts? <i>Toolkit: Up/down/both/why Authentic questions</i>	<ol style="list-style-type: none">1. Up/down/both/why one-pager2. "Trumpets, Please! Rules of Notice" (Peter Rabinowitz, 2007)3. Short story TBD
Class 3	Literary reading and writing	Prepare for lesson rehearsal
Oct. 9	How do you teach students to build meaningful interpretation of literary texts? <i>Toolkit: TRICEPS Contrasting cases</i>	using up/down/why or contrasting cases to teach students approaches to meaningful interpretation
Class 4	Literary reading and writing	Read and annotate
Oct. 16	How do you teach students to build meaningful interpretations of literary texts? <i>Rehearsal</i> <i>Toolkit: Comprehension strategies</i>	<ol style="list-style-type: none">1. <i>Building Adolescent Literacy in Today's English Classrooms</i>, Chapter 9 (Randy Bomer, 2011).2. <i>They Say/I Say</i> Chapter 1, 15 (Gerald Graff & Cathy Birkenstein, 2014)3. Short story TBD
Class 5	Language and power	

Oct. 23	How do you teach students to recognize and use rhetorical moves? <i>Toolkit: They Say/I Say Rhetorical grammar Meta-cognitive reading moves</i>	Re-Read and annotate 1. Gutierrez, Lee, Collins, Au (jigsaw) 2. Reading for Understanding, Chapter 7 (Schoenbach & Greenleaf, 2012) 3. Breaking Down Barriers, (Tatum, 2000)
Class 6	Language and power	Re-read and annotate 1. Online resource club
Oct. 30	How do you teach students to revise their work in meaningful ways? <i>Toolkit: Revision strategies</i>	
Class 7	Planning with backward design	Read and annotate 1. College essays 2. Book club
Nov. 6	How do you plan a lesson sequence? How do you teach students to be flexible users of languages, dialects, and grammars? <i>Toolkit: Dice games</i>	
Class 8	Language to create worlds	Read and annotate 1. Online resource club
Nov. 13	How do you teach students to write meaningful narratives, fiction, or poetry? <i>Toolkit: Contrasting cases</i>	
Class 9	Planning with backward design	Read and annotate 1. Book club
Nov. 27	How do you plan a lesson sequence? <i>Toolkit: Contextualizing assignments</i>	
Class 10	Planning with backward design	Read and annotate 1. Online resource club
Dec. 4	How do you plan a lesson sequence? <i>Toolkit: Building on former assignments</i>	