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Course Overview & Objectives

In this second course of the English C&I sequence we will build off of and deepen what you have learned about the purposes of teaching English and about teaching composition, and prepare you for Winter quarter when you will design a unit of instruction. This fall quarter we will examine effective and equitable ways to teach the reading of complex, literary texts to adolescents.

Together we will read across a collection of pedagogical, political and literary texts. In each 3 hour class we will discuss the assigned readings, practice together the methods of the week and protect time to make progress on upcoming assignments. In this course we will call on you to take on variously the perspectives of the adolescent reader, of the enthusiastic and fluent adult reader, and of the teacher of reading. We will also enjoy reading together.

Upon Completion of this Course Students Can Expect to:

- Have articulated and be ready to use a personal reading advocacy statement in your teaching.
- Have acquired a collection of skills and techniques for teaching fluent reading of complex, literary texts to adolescents.
- Be able to recognize and teach to the multiple dimensions of reading.
- Teach the elements of the English Language Arts in the context of teaching reading.
- Strengthen your ability to select, pair and advocate for readings appropriate to your teaching contexts and students.
- Be able to observe, conference, and assess student reading in equitable, educative ways.

Course Texts

Schoenbach, R., Greenleaf, C., Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, 2nd edition. San Francisco, CA: Jossey-Bass.

Weekly course slides, additional weekly readings, and detailed assignments posted on Canvas.

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. 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.

Course Calendar

Week #1: Introductions, Teaching the Reading of Complex Texts

Tuesday, September 24, 2019

Week #2: Reading for Comprehension

Tuesday, October 1, 2019

Chapter 2 / Reading Apprenticeship

Week #3: Reading for Interpretation & Analysis

Tuesday, October 8, 2019

To Do: Conduct the Think-Aloud Protocol

Chapter 4 / Metacognition

Week #4: Reading for Pleasure

Tuesday, October 15, 2019

Due: Investigation of a Student Reader

Friday, October 18, 6:00pm

Nodelman & Reimer
Chpt 10 / Repertoire of Theory

Week #5: Reflecting on & Discussing Literature

Tuesday, October 22, 2019

Peter Williamson Instructing Discussion

Due: Lesson Sequence for a Student Reader

Friday, October 25, 2019, 6:00pm

Chapter 8 / The Knowledge
Building Dimension

Week #6: Discussing Literature
Tuesday, October 29, 2019
Due - Week 10: The Booktalk Assignment

Portfolio of Yvonne Hutchinson
Teaching Materials

Week #7: Literature & Grammar
Peter Williamson Instructing Discussion
Tuesday, November 5, 2019

Bomer, Chapter 8 / Teaching
Toward Great Conversations

Week #8: Performing Literature
Tuesday, November 12, 2019

Wilhem, Chapter 5 / The
Performance of Reading

Week #9: Formative Reading Assessments
Tuesday, November 19, 2019
Due: The Reading Discussion Assignment, pt. 2

[Thanksgiving Holiday Week: Tuesday, November 26]

Week #10: Selecting and Defending Literature
Tuesday, December 3, 2019
Due: The Reading Discussion Assignment, pt. 1

Course Responsibilities

- Students needing Academic Accommodation based on the impact of a disability should, please, communicate these needs with the instructor at the beginning of the quarter. To receive assistance with this process, students should initiate requests for accommodation letters with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE), located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).
- By enrolling in this course, you agree to take responsibility for fully understanding and upholding Stanford University's Honor Code. The Honor Code is Stanford University's statement on academic integrity written by students in 1921. It articulates university expectations of students and faculty in establishing and maintaining the highest standards in academic work. It states that: Students will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading; and that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
- Finally, the Graduate School of Education in general and STEP in particular pay serious and considered attention to Course Evaluations as a means of strengthening and maintaining a high standard of excellence in pedagogy. Those enrolled in this course are asked, and expected, to leave time at the conclusion of the quarter to thoughtfully complete course evaluations.