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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 in place a philosophical and political commitment to how and why you will teach the reading of literary texts.
- 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**

#### *Academic Texts*

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

Nodelman, P. & Reimer, M. (2003). *The Pleasures of Children's Literature*, 3<sup>rd</sup> edition. SF: Allyn & Bacon.

Bomer, R. (2011). *Building Adolescent Literacy in Today's English Classrooms*. NH: Heinemann.

Hutchinson, Y.D. (2002). *A Friend of Their Minds: Capitalizing on the Oral Tradition of My African American Students*. Curated by Carnegie Foundation for Teaching and Learning.

#### *Literary Texts*

Gilman, C.P. (1892). *The Yellow Wallpaper*.

<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>

Chopin, K. (1894). *The Story of an Hour*.

[https://my.hrw.com/support/hos/hostpdf/host\\_text\\_219.pdf](https://my.hrw.com/support/hos/hostpdf/host_text_219.pdf)

Shakespeare, W. (1599-1602) *The Queen's Closet*, Act 3, sc 4, in *Hamlet*.

<https://www.folgerdigitaltexts.org/download/pdf/Ham.pdf>

Vega, S. (1985). *The Queen and the Solider*, from the album Suzanne Vega.

[https://www.youtube.com/watch?v=-I\\_7M\\_JeSoc](https://www.youtube.com/watch?v=-I_7M_JeSoc)

Wright, R. (1945). *Black Boy*, excerpted from *Hunger*.

<https://1.cdn.edl.io/ie41ocBP0tz7UmSgGbQeIGCUWnJejT3GBDewB4NOrbs2FtqX.pdf>

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 Comprehension

Tuesday, October 1, 2019

*Booktalking; History of Reading Instruction; Reading Apprenticeship Model; Think Alouds*

Chapter 2 / Reading Apprenticeship

### Week #3: Reading Interpretation & Analysis

Tuesday, October 8, 2019

*Interpreting Student Reading Data; Defining Literary Texts; The Pleasures of Literature*

To Do: Conduct the Think-Aloud Protocol

Chapter 4 / Metacognition

### Week #4: Reading for Pleasure

Tuesday, October 15, 2019

*Literary Devices; Critical Lenses; Teaching the Reading of Literature*

Due: Investigation of a Student Reader

Friday, October 18, 6:00pm

Nodelman & Reimer

Chpt 10 / Repertoire of Theory

### Week #5: Discussing Literature

Tuesday, October 22, 2019

Guest Instructor: Peter Williamson

*Discussion for Teaching Reading; Anatomy of a Lesson Sequence; Independent Reading*

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

*Teaching Participation; Debate; Krashen & SSR*

Portfolio of Yvonne Hutchinson  
Teaching Materials

### Week #7: Discussing Literature

Tuesday, November 5, 2019

Guest Instructor: Peter Williamson

*Discussion Participation & Facilitation*

Bomer, Chapter 8 / Teaching  
Toward Great Conversations

Due: through Week 10: The Booktalk Assignment

Week #8: Close Reading

Tuesday, November 12, 2019

*Assessing Reading Comprehension; Inviting Students into the Text; Read Aloud & Improv*

To Do: Conduct and Record Discussions

Chapter 7  
The Cognitive Dimension

Week #9: Close Reading

Tuesday, November 19, 2019

*Reading for Subtext; Using Language*

*Mechanics to Teach Reading*

To Do: Conduct and Record Discussions

Assessment Appendix & Chpt 6  
Sustained Silent Reading

[Thanksgiving Holiday Week: Tuesday, November 26]

Week #10: Assessing Reading

Tuesday, December 3, 2019

*Reading Assessment, Providing Feedback*

*ESL and Reading; WVAEETD?*

Due: The Reading Discussion Assignment  
Reflection & Recording

Bomer, Chpt 1/ What to Teach

**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.

