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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:

- 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
 - helps students learn a particular transferable skill and/or explore a particular concept
 - teaches 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 lesson “learning segment,” a.k.a. sequence of lessons.

Guiding Questions

In this fall quarter, we explore:

- How do I figure out what my students need and what’s worth teaching?
- How do you design tasks that have meaning in school and beyond?
- How do you ask authentic questions?
- How do you design a sequence of related lessons?
- How do you teach textual interpretation?

Core Practices

We will also continue to explore some of the core practices for the teaching of ELA that will be developed across the 3-quarter sequence, and that you will practice in C&I and in your placements. These practices include:

- Justifying your teaching choices in relation to equity and anti-racism
- Task analysis and backward design
- Cultural modeling and making thinking visible
- Strategy instruction
- Sharing feedback

Class Goals

This course is also designed to achieve concrete goals. By the end of our work together, you will:

- Interrogate and expand your knowledge, beliefs, and assumptions about ELA
- Use student work to understand student learning needs
- Choose ambiguous texts
- Design an authentic task
- Engage in a task-analysis of that authentic task
- Use task analysis to backward design
- Design lessons to teach students textual interpretation

Participation

Learning and building community online is a challenge. 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 online 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.
- If you have to miss a class, let us know in advance, and arrange to meet with a colleague or instructor to support your learning.

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.
- You should revise assignments within the week after we give you feedback.

You may earn a B or lower if you miss more than one class session and/or you miss more than one assignment.

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. Should you have any questions about your progress in the course, please do not hesitate to talk with your professors.

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.

Stanford C&I Syllabus for Fall 2023

Course readings are available online in Canvas. If you’d like hard copies, let us know!

Class 1, September 26: “Authentic” Tasks for School and Beyond

- How do you design authentic tasks?
- What is task analysis again?
- Introducing your final assignment: a sequence of 3 or more lessons
- Toolkit: Book, Head, Heart*

For Class 2

1. Thinking about writing: Jigsaw Chapter 1 “English: What to Teach” ; Chapter 9 “Writing that Supports Readers’ Meaning Making”; or Chapter 15 “Making Grammar Matter” (Bomer, 2011)
2. Use contrasting cases to develop criteria: Read and rank college essays

Class 2, October 3: Constructivism & Contrasting Cases

- How do you use constructivism and contrasting cases to teach writing?
- How do you teach aspects of grammar?

For Class 3

1. Read about language, race, class, power, and teaching
2. Talk to your CT

Class 3, October 10: Lesson Planning

How do you backwards design lessons using task analysis?

Toolkit: Task analysis, constructivism, contrasting cases

For Class 4:

1. Read and do task analysis for “Prisoner’s Dilemma”
2. Read about strategies for building reading fluency and comprehension

Class 4, October 17: Reading comprehension and interpretation

How do you design lessons to help students comprehend complex texts?

How do you design lessons to teach students to build meaningful interpretation of literary texts?

For Class 5

1. Read tips on teaching close reading
2. Use a digital annotation tool
3. Read about Up Down Both Why, a strategy for using emotions to guide interpretative reading

*No class on October 24

Class 5, October 31: Assessments and UDBW

How do you create valid and equitable grading systems and rubrics?

How can you use UDBW to help students use their emotions to interpret literary texts?

Class 6, November 14: Planning a Lesson Segment with UDBW

How do you use task analysis in support of backward design?

How do you backwards design a lesson segment using UDBW?

For Class 7

1. Jigsaw: Reading for Understanding, Chapter 7 (Schoenbach & Greenleaf, 2012); Beers; or Tovani
2. Jigsaw: “Grammar, Comma: A New Beginning” or Kolln piece (TBD)
3. Work on your learning segment

*No class on November 21, Thanksgiving Holiday

Class 7, November 28: Planning a Lesson Segment with authentic questions and discussion

How do you design a lesson that poses authentic questions for discussion?

For Class 8

1. Read about teaching critical lenses

Class 8, December 5: More UDBW and discussion

How do you use UDBW to promote discussion?

How do you use UDBW to teach critical lenses?

For Class 9

1. Prepare your learning segment

Class 9, December 12: Rehearsal of UDBW lesson

How do you improve your lesson plans through rehearsal and feedback?