



Sarah Levine

srlevine@stanford.edu

Office hours: Fridays 2 - 4 pm
and by appointment

Karoline Trepper

ktrepper@stanford.edu

Office hours: Fridays 2 - 4 pm
and by appointment

Welcome to this third 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 winter course, we will build on your understandings of the teaching of narrative and argument writing, unit design, and leveraging student resources. We will focus on teaching students ways to become independent interpreters of literary texts through discussion, reading, and writing. We will build instructional units that ask students to develop their ideas about important concepts and tensions, as well as to explore both the content and craft of literary texts. To learn how to build such units, you will need to learn to:

- Develop your philosophy about what literature is “for” and why it might be worth reading and learning about
- 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

Extensions and late work

Extensions may be granted by your instructors, if requested. Late work that is submitted without an extension may be subject to a grade penalty.

Absences

Absences are for major illness or family emergencies **only**. In such instances, students are responsible for contacting instructors before class and completing any work missed due to absence. Missing more than one class session may result in a grade penalty.

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 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 will receive full credit.
- You are always welcome to revise. For credit, revisions must be submitted within a week of receiving feedback.
- You'll receive a separate grade for timeliness, with points deducted for late assignments. This grade will hopefully act as an incentive for you to stay on schedule, so you can learn more and alleviate anxiety.
- If you do need to submit work late, please let us know about this in advance, so we can best support you.

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center, located within the Office of Accessible Education. Staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter. Students should contact the SDRC as soon as possible. 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. Please include heading (name, date, and name of assignment) on actual document.
- Proofread your assignments. On revisions, please always use “track changes.”

TEXTS FOR WINTER QUARTER:

- Smagorinsky, P. (2012). *Teaching English by Design: How to Create and Carry Out Instructional Units*
- Alexie, S. (2009). *The Absolutely True Diary of a Part Time Indian*
- Torres, J. (2011). *We The Animals*

Additional course readings are available online in Canvas.

Syllabus is subject to change. Please always check Canvas for most updated version.

Date	Readings due	Assignments due
<p>1/10/17</p> <p>Class 1: <i>Discussion; developing ideas about literature's role in the classroom; models for reading and thinking about literary texts</i></p> <ol style="list-style-type: none"> 1. <i>What makes a text "teachable"? Discussing your choices (30)</i> 2. <i>Think-aloud with "Prisoner's Dilemma"/"Eating Alone" (50)</i> 3. <i>Explore different stances and approaches towards literary texts (20)</i> 4. <i>Task analysis. (30)</i> 5. <i>Your ideas about what literature is "for." How do we/should we justify?(20)</i> 6. <i>Authentic questions (10)</i> 	<p>Alexie, Torres novels Your choice of collection of short stories</p>	<p>Bring hard copy of one short story to class, chosen because you think it would be a valuable part of an instructional unit</p>
<p>1/17/17</p> <p>Class 2: <i>Authentic guiding questions; final tasks; gateway activities; affective evaluation</i></p> <ol style="list-style-type: none"> 1. <i>Discuss units (20 in groups, 20 whole class)</i> 2. <i>Return to "Prisoner's Dilemma" to explore heuristics for interpretive readings (20?)</i> <ol style="list-style-type: none"> a. <i>Introduction to affective evaluation: theme; connotation (40)</i> 3. <i>Designing final tasks (40)</i> 4. <i>Gateway activities that explore themes (30)</i> 	<p>Stern, D. <i>Teaching English So It Matters</i> – 2 units: "The Hero" and "Sex, Power, and Gender"</p> <p>Skim through 2+ more units of your choice from http://smago.coe.uga.edu/VirtualLibrary/</p> <p>Smagorinsky, P. <i>Teaching English By Design</i>: Preface, "About This Book," and Chapters 8, 9, and 13.</p>	<p>Notes on conceptual units (<i>see assignment on Canvas</i>)</p> <p>At least 3 "authentic" questions about themes, conflicts, issues that your students might care about that are related to one of your "teachable text" choices</p>

Date	Readings due	Assignments due
<p data-bbox="203 243 305 275">1/24/17</p> <p data-bbox="203 327 662 485">Class 3: <i>Final inquiry-based tasks; thematic interpretation; logistics of reading longer texts with students; gateway activities; linked texts</i></p> <ol data-bbox="253 520 716 846" style="list-style-type: none"> 1. <i>Explore Alexie’s book, other readings; jigsaw Rumelhart (60)</i> 2. <i>Drawing on students’ schemata to support reading skills (30)</i> 3. <i>Considering themes, authentic questions, and final tasks (30)</i> 4. <i>Creating text sets that explore themes and questions from different angles (20)</i> 	<p data-bbox="803 243 1156 380">Alexie, S. <i>The Absolutely True Diary of a Part Time Indian</i> read by today – take any notes you wish</p> <p data-bbox="803 426 1141 531">Rumelhart, D. “Schemata: The building blocks of cognition”</p> <p data-bbox="803 573 1154 716">One website of your choosing re: different ways to (and opinions about) assigning longer texts –</p> <p data-bbox="803 751 1170 1041">WE SHOULD DO THIS UNIT TOGETHER, ENTIRELY. Decide on question to gether, final tasks, and so on. All do task analysis. Same thing. Think-alouds make ONE class of kids with different needs.</p>	<p data-bbox="1242 243 1471 636">5 texts (any genre) you think could accompany Alexie’s novel to help students to explore many angles of particular set of guiding questions or themes.</p> <p data-bbox="1242 678 1463 894">Also, include your explanation of how the texts connect and the ideas they explore.</p>
<p data-bbox="203 1089 305 1121">1/31/17</p> <p data-bbox="203 1163 662 1299">Class 4: <i>Exploring questions from different angles with literary texts; comparison; affective evaluation; visible thinking texts</i></p> <ol data-bbox="253 1341 716 1845" style="list-style-type: none"> 1. <i>Discuss readings – what other literary schemata and heuristics do you use?</i> 2. <i>Affective evaluation for making sense of salient details (symbols, patterns, names, and so on)</i> 3. <i>Visible thinking texts for salient details</i> 4. <i>Use task analysis to sketch out necessary lessons (separate groups?)</i> 5. <i>Rubrics/evaluative tools</i> 6. <i>Sequence necessary lessons</i> 7. <i>How much time?</i> 	<p data-bbox="803 1089 1125 1152">Kirkland, D. “Books like clothes”</p> <p data-bbox="803 1194 1125 1262">Rabinowitz, P. “Rules of notice”</p> <p data-bbox="803 1304 1125 1371">Peskin, J. “The educated imagination”</p>	<p data-bbox="1242 1089 1479 1152">Do your own final task</p> <p data-bbox="1242 1194 1430 1262">Complete task analysis</p> <p data-bbox="1242 1304 1446 1556">Due next week: Student think-aloud on “Prisoner’s Dilemma” (<i>see assignment on Canvas</i>)</p>

Date	Readings due	Assignments due
<p>2/7/17</p> <p>Class 5: <i>Everyday literature; comparison in literary study; affective evaluation; constructivism and visible thinking texts</i></p> <ol style="list-style-type: none"> 1. Discussion of Smagorinsky 2. Discussion of your findings from education/social media sites 3. Introduction to Audacity 4. Evaluating student reading schemata and needs based on think-alouds; developing targeted lessons 5. Sequencing 	<p>Smagorinsky, P. <i>Teaching English by Design</i>: Chapters 12, 1 – 4</p> <p>Using social media to teach writing – research info on two websites of your choosing</p> <p>Levine, S. “Teaching writing with radio”</p>	<p>Student think-aloud on “Prisoner’s Dilemma” (<i>see assignment on Canvas</i>)</p>
<p>2/14/17</p> <p>Class 6: <i>Comparison in literary study; critical lenses; constructivism and visible thinking texts</i></p> <ol style="list-style-type: none"> 1. Discuss readings 2. Examination and revision of outside units and lesson plans 3. Sequencing and time 4. Group lesson design 5. Authentic discussion questions 6. Critical examinations of texts, revisited 7. Should texts “teach lessons”? 	<p>Smagorinsky, P. <i>Teaching English by Design</i>: Chapters 5 and 6</p> <p>Appleman, D. <i>Critical Encounters in High School English</i>, Appendix</p> <p>Junot Diaz, “Ysrael”</p> <p>Richard Wright, “The Night I Won the Rights to the Streets of Memphis”</p> <p>Langston Hughes, “Thank You, Ma’am”</p>	<p>Design lesson using popular text as visible thinking text for literary reading</p> <p>Design lesson using comparison</p>
<p>2/21/17</p> <p>Class 7: <i>Lesson design based on students’ needs</i></p> <ol style="list-style-type: none"> 1. Your unit: Texts, themes, questions 2. Final task 3. Gateway activities 4. Supporting student writing with sentence stems 5. Authentic discussion questions; questions that support literary exploration 	<p>Schoenbach, R. <i>Reading for Understanding</i>: Chapters 6 and 7</p> <p>Ivey, G. “Farewell to Farewell to Arms”</p> <p>Love poetry packet</p>	<p>Your unit: TBD:</p> <p>Text/questions/ Final task/ do final task/task analysis – share with one person?</p>

Date	Readings due	Assignments due
<p>2/28/17</p> <p>Class 8: Unit design</p> <p>In class:</p> <ol style="list-style-type: none"> 1. <i>Discuss readings</i> 2. <i>Use task analysis to sketch out necessary lessons</i> 3. <i>Sequence necessary lessons</i> 4. <i>How much time?</i> 5. <i>Problems in practice</i> 	<p>Carrison, C. "From silence to a whisper"</p> <p>Vyas, S. "Exploring bicultural identities of Asian high school students through the analytic window of a literature club"</p>	<p>Text/questions/ Final task/ do final task/task analysis – share with one person?</p>
<p>3/7/17</p> <p>Class 9: Unit design</p> <p>In class:</p> <ol style="list-style-type: none"> 1. <i>Discuss readings</i> 2. <i>Developing lesson from writing sample</i> 3. <i>Problems in practice</i> 	<p>Smith, M. "Teaching the Unreliable Narrator"</p>	<p>Your unit: rubric and outline</p>
<p>3/14/17</p> <p>Class 10: Unit design</p> <p>In class:</p> <ol style="list-style-type: none"> 1. <i>Discuss readings</i> 2. <i>Problems in practice</i> 3. <i>Practice lesson in small groups</i> 	<p>Hobbs, He, & Robbgrieco. "Seeing, Believing, and Learning to Be Skeptical: Supporting Language Learning Through Advertising Analysis Activities"</p>	<p>Your unit: three more fleshed out lessons</p>

Grading

Assignments	Percentage
Discussions, readings and other assignments	35%
Unit work (including choice of texts, lessons, drafts, and revisions)	65%

Grading Scale

90 - 100 = A
80 - 89.9 = B
70 - 79.9 = C
60 - 69.9 = D
Below 60 = F

College essay – do the whole thing and then give students examples of different essays that need different work – some basic, one that uses too big fancy words, and have them design lesson to help students recognize and revise

Each lesson must help students understand both why and how

Each shelf showed me a plethora of possibilities, a myriad of choices. Hence, I was uncertain of what I should accomplish first. I decided that my primary goal was too

Have Karoline find or make several examples.

Another for advanced writers

Then students teach those lessons to other students.

Hour 1 read, develop criteria, outline a sequence of lessons

Do shell lesson for concrete imagery 1:15

Have them design lesson for choosing an interesting topic

Etc.

Then writing exercises

Get paper and tape.