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Welcome to the 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 other media. The 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 engage the world of texts that surrounds them.

We will build on last quarter’s work on question-building, task analysis, visible thinking texts, and the constructivist approaches to the teaching and learning of writing

In the coming weeks, we will focus on the teaching of argument—both discussion and writing—and instructional unit design. We will then build on our unit design skills and practices by focusing on discussion and writing about literary texts in relevant and engaging ways.

We hope to help you learn how to:

- Interrogate goals for your students’ learning
- Engage in task analysis of different aspects of reading and argument writing goals
- Recruit and make visible students’ everyday skills and practices that relate to those goals
- Teach approaches, strategies, and heuristics that students can use on their own
- Ask difficult questions
- Choose texts that ask difficult questions, and help students do the work you think is valuable
- Teach grammar as an integrated part of a unit
- Develop your students’ speaking and listening skills

Final assignment

Your final assignment will take up some of these learning goals in the form of an outline of a literature-based thematic unit. We will work on one together, and then you will design one on your own, but 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 your ideas, questions, and requests, and our own knowledge.
3. Respond to your work on time
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.
 - a. 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;
 - a. 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 any letter or numerical grade on your assignments. **Responding to that feedback in revision of your work is one of the requirements of this course.** Revising 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.

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.

Submitting Assignments

- If an assignment has multiple parts, please **submit all parts in a single word .docx- not a .pdf, but a .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.”

Submitting assignments

- If an assignment has multiple parts, please **submit all parts in a single word doc** (that helps me, because then I don’t have to open or download a whole bunch of docs)
- Save all assignments, including revisions, with name, assignment and date
- Include heading (name, date, and name of assignment) on actual document
- 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.

TEXTS:

- *The Absolutely True Diary of a Part Time Indian* — Sherman Alexie
- *Buddha in the Attic* — Julie Otsuka
- *Teaching English By Design: How to Create and Carry Out Instructional Units* — Peter Smagorinsky

Additional course readings are available online in Canvas.

CLASS 6

September 26

Designing non-fiction argument unit**Activities:**

→ Designing an argument unit using task analysis, backward design

For next class (Class 7):*Read:*

1. *Understanding By Design*, Chapters 1 and 7
2. *They Say/I Say*, Chapter 1

Create:

1. Notes and questions about these readings – what resonates? What doesn't? What confuses?
2. Find or create two texts (primary or secondary) that will offer students data to build arguments on our chosen question.

CLASS 7

October 3

Designing non-fiction argument unit**Activities:**

Evaluating texts for a non-fiction argument unit, task analysis, backward design

For next class (Class 8):*Read:*

1. (Jigsaw) *Teaching Argument Writing*, Chapters 4, 5, 6
2. [“A Step-by-Step Plan for Teaching Argumentative Writing”](#) – Cult of Pedagogy blog (option to listen to podcast version)

Create:

1. Think-aloud with two students, using public shaming text or other of your choice.
2. Reflection on think-aloud.

CLASS 8
October 10

Designing non-fiction argument unit

Activities

- Using text set to design writing lessons
- If time, rehearse your lesson with another group

For next class (Class 9):

Read:

1. *The Absolutely True Diary of a Part Time Indian* – Sherman Alexie
2. *Buddha in the Attic* – Julie Otsuka
3. *Teaching English by Design*, Chapter 8 (“Why Conceptual Units?”) + 9 (“The Basics of Unit Design”)

Create:

1. As you read the two novels, please annotate a) as an individual reader, responding with ideas and emotions, and b) as a teacher, looking at sections that you think might be particularly interesting or important for your students.
2. Please also annotate with honest questions you have about characters, events, language, authorial choices, and political, social, and cultural impact.

CLASS 9
October 17

Thinking about and teaching literary reading

Activities:

- Examine responses to and questions about novels; develop criteria for teachable texts; explore what literature is “for”; authentic guiding questions

For next class (Class 10):

Read:

1. Appleman, Ch. 1+2

Create:

1. Develop 2-3 authentic questions for your unit. For each question, write a brief rationale for why you think it would be worth exploring with your students.

CLASS 10
October 24

Thinking about and teaching literary reading: Unit design

Activities:

→ Critical lenses; developing final, inquiry-based “interactive” tasks

For next class (Class 11):

Read:

1. *Teaching English by Design*, Ch. 8 (“Why Conceptual Units?”) + 9 (“The Basics of Unit Design”)

Create:

1. Create a final “interactive” task prompt for your unit.
2. Write the task with your students as your audience (in other words, write it in the way that you will present it to students)
3. Do a task analysis based on your completion of the task.

CLASS 11
October 31

Thinking about and teaching literary reading: Unit design

Activities:

→ Adding a “so what” to questions; workshopping final tasks; building a rationale for skills and questions; breaking down gateway activities
→ Creating gateway activities

For next class (Class 12):

Read:

1. *Teaching English by Design*, Ch. 5 and 6 (“Conventional and Unconventional Writing Assignments”) and Chapter 13 (“Introductory Activities”)

Create:

1. Design gateway activity for your unit and prepare to teach it in class next week (bring necessary materials)
2. Write 2 paragraph rationale for your unit: Why are these skills worth learning, and why are these questions worth exploring?

CLASS 12
November 7

Thinking about teaching literary reading: Unit design

Activities:

→ Workshopping
→ Teaching and filming gateway activity

For next class (Class 13):

Read:

1. *Teaching English by Design*, Ch. 2 (“Providing Scaffolds for Student Learning”) + Ch. 11 (“Outlining a Unit”)

Create:

1. Reflect on your teaching – 2 paragraphs

CLASS 13
November 14

Thinking about teaching literary reading: Unit design

Activities:

- Task analysis of literary interpretation
- Teaching literary interpretation with affective evaluation (up/down/both/why with patterns and rules of notice) and contrasting cases as good tools for English Language Learners and emerging readers;
- Up/down/why with poetry/prose
- Workshopping

For next class (Class 14):

Read:

1. *Rules of Notice* from *Before Reading* by Peter Rabinowitz

Create:

1. Use up/down/both to do an analysis of the language or other rules of notice on salient passage from one of your unit text OR Alexie or Otsuka.

CLASS 14
November 28

Thinking about teaching literary reading: Unit design

Activities:

- Problems of Practice
- Comprehension activity with this week's reading
- Teaching literary interpretation with affective evaluation (up/down/both/why with worldviews and sentence stems) and contrasting cases
- Up/down/why for different buckets of questions; so-whats in thinking and writing

For next class (Class 15):

Read:

1. *Teaching English by Design*, Chapter 7 ("Responding to Student Writing") and Ch. 14 ("Down and Dirty: Daily Planning")

Create:

1. Use up/down/why and/or contrasting cases to consider and write about worldviews and so-whats for text from your unit

CLASS 15
December 5

Thinking about teaching literary reading: Unit design

Activities:

- Choosing texts
- Workshopping

For next class (Class 16, after Winter Break):

Read:

1. *Jennifer Gonzalez's Cult of Pedagogy* – 4 posts of interest to you, including two on English Learners

Create:

1. Final task, task analysis, basic sequence
2. Five short texts that help students explore many angles of essential questions
3. Daily sequence
4. Make appointment to meet with Karoline and Sarah to discuss individual units between Dec. 5 and Dec. 20

CLASS 16
January 9

Thinking about teaching literary reading: Unit design

Activities:

- Problems of Practice
- Developing activities
- Lesson templates and the importance of SWBAT... BY... BECAUSE

For next class (Class 17):

Read:

1. “*Culturally Responsive Teaching and the Brain*,” Chapters 3 and 4, Zaretta Hammond

Create:

1. Design one detailed lesson plan for literary interpretation for your unit using up/down/why or contrasting cases
2. Prepare for rehearsal of your lesson plans (bring any copies and materials you need for your lesson).

CLASS 17
January 16

Thinking about teaching literary reading: Unit design

Activities:

- Teaching your lesson
- Rubrics and frontloading
- Workshopping

For next class (Class 18):

Read:

1. “*Listening to Echoes: Teaching Young Black Men Literacy and the Distraction of ELA Standards*” David Kirkland
2. *Jennifer Gonzalez's Cult of Pedagogy* – this post: <http://www.brilliant-insane.com/2014/10/single-point-rubric.html> and two others about rubrics from Gonzalez's site or other

Create:

1. Rubric for your final task
2. Rubric or other assessment tool for one more assignment

CLASS 18
January 23

Unit Design, Problems of Practice

Activities:

- Problems of Practice
- EdTPA

For next class (Class 19):

Read:

1. *Teaching English by Design*, Ch. 14 (“Planning the Whole Course”) Chapter 4
2. Jigsaw: Whole Novel Teaching, Individualized reading
 - a. *Reading for Understanding*, SSR Chapter 6, Schoenbach
 - b. *Whole Novel teaching*, Sacks
 - c. *Whole Novel*, Beers

Create: Completing unit, using unit checklist

CLASS 19
January 30

Sequencing a year, EdTPA

Activities:

- Using backward design to sequence a year
- Teaching revision and writing lessons
- Choosing your grammar and mechanics issues for the year

For next class (Class 20):

Read: TBD

Create: Complete unit is due for class 20.

CLASS 20
February 6

EdTPA, TBD

Activities:

- Problems of Practice
- Using backward design to sequence a year