Office Hours: by appointment—please email both instructors when requesting an appointment.

Course Overview
Welcome to the third and final course in a three-part sequence on teaching English Language Arts in secondary schools. These three courses focus on reading comprehension 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 candidate, 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 Winter course, we will focus on designing a conceptual unit plan using the tenets of backward design and constructivism.

Course Goals
By the end of the course, we hope you will:
- Interrogate and expand your knowledge, beliefs, and assumptions about ELA, specifically around text choices, essential questions, and assessments
- Practice flexible strategies that you can adapt for a variety of lessons; incorporate some of these strategies into your planning
- Rehearse lessons in order to hone your instructional practice and engage in feedback and revision with your peers
- Engage in social and emotional learning (SEL) practices to build classroom community; consider how you might incorporate these practices into your own teaching
- Design a conceptual unit plan based on an anchor text that
  - helps students learn a set of transferable skills and/or explore a particular concept
  - makes visible and builds on students’ everyday interpretive skills and practices
  - is equitable and culturally sustaining for your students

Final Assignment
Your final assignment will take up some of these learning goals in the form of a conceptual unit plan of no more than 3-4 weeks. The instructors will model the unit design process in class, and you will draft part of your unit plan for homework each week. Detailed instructions for this assignment will be distributed and discussed in Week 1.

Course Expectations
In the final course of our 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 will:
- Strive to be well prepared, responsive, and reflective teachers
- Build criteria based on our knowledge as well as your ideas, questions, and requests
- Respond to your work and emails/phone calls in a timely way
- Help build connections between your learning at Stanford and at your placement

We expect that you will:
- Attend class every week and arrive on time
- Be open-minded to new ideas and practices
- Closely read and annotate class articles
- Engage in rigorous, open-minded, and respectful class participation
- Share all assignments with us on time and complete all parts of the assignments
- Communicate with both instructors via email if you need additional support or an extension

Grading
Because we believe you can and will do these things, we expect 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 a letter or numerical grade on your assignments. Instead, along with comments, you will see either a “complete” or “incomplete” on your work. A “complete” means that you have met the goals for that assignment and are ready to build on your understandings. An “incomplete” means that you will need to do some revision or addition. Responding to feedback will lead to a “complete” grade and, more importantly, 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 (except in cases of Covid-related experiences)
- Arrive late two or more times in a quarter without prior notice
- Miss more than one assignment in a quarter

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 will 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. *If you must be late or absent, please inform the instructors prior to class via text or email and arrange for a colleague to take notes and gather materials for you. If you think you need an extension on a deadline, you must let us know in advance.*

**Course Readings & Materials**

All course readings and materials will be available digitally on Canvas. If possible, we recommend purchasing a copy of *Teaching English by Design, Second Edition: How to Create and Carry Out Instructional Units* by Peter Smagorinsky, as it is a resource you might want to return to or have on your professional bookshelf. That said, all of the required and supplemental course readings from this book are available as PDFs on Canvas. If there is an additional chapter you are interested in, just let us know.

**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: 650723-1066).

**Preferred Name & Preferred Gender Pronouns**

Class rosters are provided to the instructors with the student’s legal name and gender designation; these records might not correspond to the name and gender pronouns you use. We will gladly honor your request to address you by your preferred name and pronouns. Please advise us of these preferences so we can make appropriate changes to our records. Please also let us know if these change at any point.

**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](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.

*Course topics and assignments are listed on the next pages.*
## Course Topics and Assignments

*Note: This is a living document that is subject to change based on how the course is going and students’ needs. We will make adjustments accordingly. All assignments and course readings will be posted on Canvas each week.*

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/4/22 ONLINE</td>
<td><strong>Conceptual Unit Plans &amp; Authentic Questions</strong>&lt;br&gt;What is a conceptual unit plan? How might our own text choices and questions inform the texts and questions we include in our unit plans? How can we be intentional about bringing humanizing pedagogy into our unit plans?</td>
</tr>
<tr>
<td>Assignments DUE</td>
<td>- Read 3 texts over the Winter break:&lt;br&gt;  1. <em>The Poet X</em> by Elizabeth Acevedo (this will be the anchor text we will use to model building a conceptual unit plan)&lt;br&gt;  2. The primary text that you would like to practice building a unit plan around. It is recommended that you choose the text you will teach in your placement in the winter/spring.&lt;br&gt;  3. Wiggins &amp; McTighe, <em>Essential Questions</em> Chapter 1, “What Makes a Question Essential?”&lt;br&gt; - Complete the survey we sent out to your emails in December.</td>
</tr>
<tr>
<td>Week 2 1/11/22 ONLINE</td>
<td><strong>Final Tasks &amp; Authentic Audiences</strong>&lt;br&gt;What kinds of knowledge do schools and assessments typically value? How can we expand our ideas of knowledge to include students’ ways of knowing? How do our final tasks inform our unit goals and vice versa?</td>
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<td>Week 3</td>
<td>#9 - List of texts (also place texts in “Supplemental Readings and Texts” folder)</td>
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<tr>
<td>1/18/22</td>
<td><strong>Unit Goals &amp; Rationale</strong>&lt;br&gt;How do we determine a rationale and set of worthwhile unit goals that will help students produce culminating texts and activities? How do we justify that our goals, essential questions, texts, and final tasks work together in meaningful ways? How do we honor and build on students’ ZPDs and ways of knowing?</td>
</tr>
<tr>
<td><strong>Assignments DUE</strong></td>
<td></td>
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</tbody>
</table>
| | **Required Readings:**
| | **Supplemental Readings (Optional):**
| | 3. *Zone of Proximal Development* video
| | 4. *UbD* Chapter 3, “Gaining Clarity on Our Goals”
| | **Unit plan:**
| | o #5 - Final task
| | o #6 - Enactment of final task |
| Week 4 | Designing Rubrics<br>What makes an “effective” rubric or scoring guide? What are the affordances and limitations of rubrics? How might we co-construct rubrics with students throughout a unit? |
| 1/25/22 | **Assignments DUE** |
| | **Required Readings:**
| | 1. Ferguson, “Helping Students of Color Meet High Standards”
| | 2. Jigsaw: choose one reading/podcast
| | a. [*Rubric Repair: 5 Changes that Get Results*](blog post) or [*Episode 117: Rubric Repair*](podcast)
| | b. “Know Your Terms: Holistic, Analytic, and Single-Point Rubrics”
| | c. Gonzalez, “How to Turn Rubric Scores Into Grades”
| | d. Gonzalez, “Delaying the Grade: How to Get Students to Read Feedback”
| | e. [*What is Standards-Based Grading*](Concept Map: Traditional vs Standards-Based Grading) and [*Concept Map: Traditional vs Standards-Based Grading*] |
| | 3. Bring a copy of a rubric from one of your CT’s final project/paper assignments
| | **Supplemental Readings:** |
Week 5  
2/1/22
**Assignments DUE**

<table>
<thead>
<tr>
<th><strong>Outlining Units &amp; Sequencing Lessons // Discussion</strong></th>
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<tbody>
<tr>
<td>How do we sequence a whole unit plan? How can we build opportunities for meaningful discussion into our unit plans? How can we disrupt narrow, potentially damaging views of “academic” discussion? What specific moves and strategies can we use to facilitate high-quality discussions?</td>
</tr>
</tbody>
</table>

**Required Readings:**
   Note: Please skim chapter 15.

**Supplemental Readings (Optional):**
3. Facilitation Moves for Promoting Student Uptake (resource from Stanford Hollyhock Program)
5. The Kindling of Rich Discussion: Authentic Questions (resource from Stanford Hollyhock Program)

**Unit plan:**
- #3 - Goals
- #4 - Rationale

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Week 6  
2/8/22
**Assignments DUE**

<table>
<thead>
<tr>
<th><strong>Outlining Units &amp; Sequencing Lessons</strong></th>
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<tbody>
<tr>
<td>How do we sequence our unit plans in ways that build toward deeper and meaningful literary interpretation? How might reading strategies like affective evaluation (“Up/down/both/why”) along with reading comprehension instruction be useful for our students? Where can we build in opportunities for formative assessment throughout our unit plans?</td>
</tr>
</tbody>
</table>

**Required Readings:**
1. Skim one of the following readings that would be most helpful depending on your student teaching context:
| Week 7 | 2/15/22 | **Designing Lessons: Reading Comprehension**  
What makes an “effective” lesson plan? How do we design lesson plans that effectively teaches reading comprehension to build on students’ ways of knowing? |
|---|---|---|
| **Assignments DUE** | | **Required Readings:**  
**Supplementary Readings (Optional):**  
2. Schoenbach “The Cognitive Tool Box” Chapter Seven of *“Reading for Understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms.”*  
**Unit plan:**  
   ○ #10 - Calendar, part 2- Add materials, assessment, differentiation, and time |
| Week 8 | 2/22/22 | **Designing Lessons: Writing**  
How do we design lesson plans centered on a writing skill or concept that helps students move toward the final task? How do our questioning strategies and approaches to revision position students as users of language? What makes a writing assignment authentic, and how can discussion serve as a bridge to good writing? |
### Assignments DUE

<table>
<thead>
<tr>
<th>Week 9</th>
<th>3/1/22</th>
<th>Designing Lessons: Grammar</th>
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<tbody>
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<td></td>
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<td>What are some constructivist approaches to teaching grammar? What does it mean to teach grammar in context or to teach grammar for effect? What are some practical ways to support our students’ understanding of grammar?</td>
</tr>
</tbody>
</table>

- **Required Readings:**

- **Supplemental Readings (Optional):**
  2. Gonzalez, Cult of Pedagogy, “How to Deal with Student Grammar Errors”

- **Unit plan:**
  - #11 - Lesson plan 2
  - Prepare for rehearsal & lesson workshop

### Assignments DUE

<table>
<thead>
<tr>
<th>Week 10</th>
<th>3/8/22</th>
<th>Synthesizing &amp; Celebrating Our Learning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How has our thinking about English Language Arts developed over the course of the year? To what extent has engaging in the unit planning process developed our thinking?</td>
</tr>
</tbody>
</table>

- **Required Readings:**

- **Supplemental Readings (Optional):**
  2. Gonzalez, Cult of Pedagogy, “How to Deal with Student Grammar Errors”

- **Unit plan:**
  - #11 - Lesson plan 2
  - Prepare for rehearsal & lesson workshop
| Assignments DUE | **Required Reading:**  

**Supplemental Readings (Optional):**  
2. Smagorinsky, *Teaching English by Design* Chapter 3, “Planning the Whole Course”  

**Unit plan:**  
- #11 - Lesson plan 3  
- Prepare for rehearsal & lesson workshop  

**Final Conceptual Unit Plan due Tuesday, March 15, 2022**