



## CURRICULUM & INSTRUCTION IN ENGLISH

---

Melissa Scheve  
CERAS 536  
[mscheve@stanford.edu](mailto:mscheve@stanford.edu)

Kim Vinh  
CERAS 313  
[kimvinh@stanford.edu](mailto:kimvinh@stanford.edu)

### Course Overview

This course uses a cognitive apprenticeship approach to the teaching of English. This approach involves making 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 ultimate goal is to help you, the teacher, learn to leverage the resources your students bring to the classroom and design lessons that will help your students become independent readers and writers who can fully participate in and enjoy the world of texts that surround them.

This intensive introduction to the teaching of English is organized around a series of guiding questions, including:

- Why teach English? What are some of the different purposes for teaching middle and high school English?
- How do we, as English Language Arts teachers, design instruction to help students become engaged and effective producers and consumers of language?
- How do we design instruction to meet the needs of diverse students and the demands of different contexts?

### Course Expectations

This course is designed to create a collegial culture in which we can all learn from one another. To facilitate this culture, we expect everyone to come to class having completed the readings for that session and to be prepared to participate in activities and discussions. Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity. We also expect people to listen carefully and respectfully to their colleagues. Our collective engagement in class activities and discussions will facilitate your learning; we therefore assume regular attendance. Absences are for major illness or family emergencies only. In such instances, students are responsible for contacting instructors at least 24 hours before class and completing any work missed due to absence. All readings will be available on Canvas. Missing more than one class session may result in a grade reduction.

### Course Assignments

Video capture of student think-aloud  
Cross-content observation slideshow  
Lesson plan enactment

**due April 18**  
**due May 16**  
**due June 6**

## Grading

Our expectation is that everyone will achieve mastery of the material taught in the course. To that end, we will invite you to revise and resubmit assignments in a timely manner if mastery is not the outcome upon the first submission. The other major component of the grade is participation and engagement during class time. Please read each week's reading carefully and fully before coming to class and have it readily accessible during each class. Because of your edTPA, job search, and independent student teaching in the spring, we have limited the readings significantly (typically only one per week or two shorter pieces each week) to ensure that this elective is manageable considering all of your other obligations in the spring. Assignment extensions may be granted by your instructors, if requested. Late work that is submitted without an extension may be subject to a grade reduction.

## Students with Documented Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the [Office of Accessible Education \(OAE\)](#). Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

## Honor Code

1. The Honor Code is an undertaking of the students, individually and collectively:
  - a. that they 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;
  - b. 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.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

## Violations of the Honor Code

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- [Plagiarism](#)
- Revising and resubmitting a quiz or exam for regrading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

## COURSE CALENDAR

Date	Topic	Readings for this class
<b>Day 1:</b> 4/4	<b>Introductions</b> - What is English and why teach it? - Why the Cognitive Apprenticeship approach?	Collins, A. (1994). Chapter 4: Cognitive Apprenticeship. <i>The Cambridge Handbook of the Learning Sciences</i> . Cambridge: Cambridge University Press.
<b>Day 2:</b> 4/11	<b>Domain of Reading:</b> - How is the Reading Apprenticeship approach an extension of Collins' Cognitive Apprenticeship? - How should teachers facilitate learning to read complex literary texts? - What kind of reading strategies and scaffolds should teachers employ for struggling readers?	Schoenbach et. al. (2012). The Reading Apprenticeship Framework. <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms</i> . San Francisco: Jossey-Bass.
<b>Day 3:</b> 4/18	<b>Domain of Reading:</b> - What do think-alouds teach us about our students as readers? - How might an affective reading approach move students from comprehension to interpretation? Guest facilitator: Sarah Levine	Video capture of student think-aloud, answering these questions in three comments: - What do you think your reader can do? - Where do you notice your reader getting stuck, and why? - What do you think your reader needs going forward?
<b>Day 4:</b> 4/25	<b>Domain of Reading:</b> - How do teachers create a community of engaged readers? - How does a critical lens approach support students' identities as critical and reflective readers?	Cone, J. (1994). Appearing Acts: Creating Readers in High School English Class. <i>Harvard Educational Review</i> , 64 (4), 450-473. Cambridge: Harvard Education Publishing Group. Appleman, D. (2009). Appendix: Classroom Activities, Activity 5: Literary Theories: A Sampling of Critical Lenses. <i>Critical Encounters in High School English</i> . New York: Teachers College Press.
<b>Day 5:</b> 5/2	<b>Domain of Speaking and Listening:</b> - How do teachers facilitate student uptake of complex literary texts?	Napell, S. (1994). Six Common Non-Facilitating Teaching Behaviors. <i>Teaching and the Case Method</i> . Cambridge: Harvard Business School Press. Barnes, D. (2008). Exploratory Talk for Learning. <i>Exploring Talk in School: Inspired by the Work of Douglas Barnes</i> . Los Angeles: SAGE.
<b>Day 6:</b> 5/9	<b>Domain of Writing:</b> - What is the writing process? - How should students learn to write? - What can teachers do to help them?	Romano, T. (1987). Writing Processes in Theory. <i>Clearing the Way: Working with Teenage Writers</i> . Portsmouth, NH: Heinemann.
<b>Day 7:</b> 5/16	<b>Domain of Writing:</b> - What types of writing genres should I teach? - How should teachers approach argument writing?	Hillocks, G. (2011). Argumentation and Interpretation: Teaching Students How to Make Literary Judgments. <i>Teaching Argument Writing, Grades 6-12</i> . New York: Teachers College Press.
<b>Day 8:</b> 5/23	<b>Domain of Writing &amp; Grammar:</b> - How should teachers and peers provide feedback on student writing? - When and why do we worry about mechanics and all things grammar?	VanDeWeghe, R. (2004). "Awesome Dude!" Responding hopefully to peer writing. <i>English Journal</i> , 94 (1), 95-99. NCTE. Ehrenworth, Mary (2003) Grammar—Comma—A New Beginning. <i>English Journal</i> , 92 (3), 90-96. NCTE.
<b>Day 9:</b> 5/30	<b>Planning at the Unit Level:</b> - How should teachers backwards-plan conceptual units in English?	Christensen, L. (2011). Finding Voice. <i>Voices from the Middle</i> , 18 (3), 9-17. Urbana, IL: NCTE. Smagorinsky, P. (2008) Teaching English by Design. 111-128, 136-139. Portsmouth, NH: Heinemann.
<b>Day 10:</b> 6/6	<b>Lesson Plan Enactments</b>	Refer to assignment sheet for lesson plan enactments