



# CURRICULUM & INSTRUCTION IN ENGLISH

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## 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 educator, learn to leverage the resources students bring to the classroom and design lessons to help students become independent readers and writers who can fully participate in and enjoy the world of texts that surround them. We'll explore these questions:

- What should we teach in 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 that end, please come to class having completed the readings for that session and be prepared to participate in online 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. Our collective engagement in class activities and discussions will facilitate our individual and communal learning; we therefore assume regular attendance. In the case of absence (for illness or family emergency or a job interview), contact your instructors at least 24 hours before class and complete any work missed due to absence. Because the course will be online, please make sure your computer is fully charged; you have reliable internet; and you are in a space where you can learn without distraction. We will use the break-out session feature of Zoom quite liberally to create smaller, more intimate learning groups; thus, letting us know ahead of time if you will be absent or delayed is essential to our planning for break-out groups. Thank you for keeping the lines of communication open!

## Course Meeting Time

The course will meet via Zoom from 3:00-5:00 p.m. every Tuesday from April 7 to June 9. The course in years past has met in person for 2 hours and 50 minutes, but all STEP classes have agreed to **not** meet for more than 2 hours via Zoom synchronously for class and to provide an additional 50 minutes of learning asynchronously that you can complete on your own time throughout the week. Zoom fatigue is real!

## Course Assignments

Assignment #1: [Student Think and Read Aloud](#)

**Due 4/28/20**

Assignment #2: Video Analysis of a Classroom Discussion

**Due 5/12/20**

Assignment #3: Writing and Language Student Conference

**Due 6/9/20**

## Optional readings and discussion

One of the ways that we have learned to engage our secondary students in reading who have potentially been reluctant readers in the past is to provide them access to highly acclaimed young adult literature. To that end, we will read and discuss two award-winning young adult novels to supplement our coursework: the novel *The Long Way Down* by Jason Reynolds on Thursday, 5/7/20 and a short story compilation by diverse authors entitled *Flying Lessons* on Thursday, 5/28/20. Both sessions will be from 2:15-3:00 p.m. on Zoom. These are optional but highly recommended!

## Grading

Due to COVID-19, Stanford University has implemented a satisfactory/no credit grading policy for the spring quarter. Our expectation is that everyone will achieve mastery of the material taught in the course and earn a satisfactory grade. To that end, we will invite you to revise and resubmit the three assignments in a timely manner if mastery is not the outcome upon the first submission. If any of the three assignments are not completed, students will earn an incomplete for the quarter. The other major component of the grade is participation and engagement during our online 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 the rapidly changing nature of the COVID-19 outbreak, we have limited the readings (1-2 per week) to ensure that this elective is manageable considering all of your other obligations and stressors this spring. Assignment extensions may be granted by your instructors, if requested.

## 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> 4/7	<b>Introduction &amp; Domain of Reading:</b> - What should we teach in English class? - Why the Cognitive Apprenticeship approach? - How might I use the cognitive apprenticeship approach to teach reading?	<a href="#">Bomer, R. (2011). English: What to Teach. <i>Building Adolescent Literacy in Today's English Classroom</i>. Portsmouth, NH: Heinemann. (pages 2-9)</a>
<b>Day 2:</b> 4/14	<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 with structures and strategies?	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. <a href="#">Chapter 2</a> and <a href="#">Chapter 7</a>
<b>Day 3:</b> 4/21	<b>Domain of Reading:</b> - How might an affective reading approach move students from comprehension to interpretation? - What do read and think alouds teach us about our students as readers?	<a href="#">Levine, S. (2014) Making Interpretation Visible with an Affect-based Strategy. <i>Reading Research Quarterly</i>. International Reading Association. (pages 1-21)</a>
<b>Day 4:</b> 4/28	<b>Domain of Reading:</b> - How does a critical lens approach support students' identities as critical and reflective readers? - How do teachers create a community of engaged readers with independent choice?	<b>Assignment #1 due</b> <a href="#">Appleman, D. (2009). Appendix: Classroom Activities, Activity 5: pages 145-148. <i>Literary Theories: A Sampling of Critical Lenses. Critical Encounters in High School English</i>. New York: Teachers College Press.</a>  <a href="#">Dickerson, K. (2015). Reimagining Reading: Creating a Classroom Culture that Embraces Independent Choice.</a>
<b>Day 5:</b> 5/5	<b>Domain of Speaking and Listening:</b> - How do teachers facilitate student uptake of complex texts?	<a href="#">Napell, S. (1994). Six Common Non-Facilitating Teaching Behaviors. <i>Teaching and the Case Method</i>. Cambridge: Harvard Business School Press.</a>  <a href="#">Metz, Mike. Amplifying Academic Talk: High-Quality Discussions in the Language of Comfort. <i>English Journal</i>. 109.4 (2020): 55-61</a>
<b>Day 6:</b> 5/12	<b>Domain of Writing:</b> - What is the writing process? - What are the limitations of the five-paragraph theme? - What can teachers do to support students as writers?	<b>Assignment #2 due</b> <a href="#">Romano, T. (1987). Writing Processes in Theory. <i>Clearing the Way: Working with Teenage Writers</i>. Portsmouth, NH: Heinemann.</a>  <a href="#">White, E. My Five-Paragraph-Theme Theme. <i>College Composition and Communication</i>. 59:3, February 2008.</a>
<b>Day 7:</b> 5/19	<b>Domain of Writing:</b> - What types of writing genres should teachers teach? - How should teachers approach writing in their content area?	<a href="#">Birkenstein, C &amp; Graff, G. (2006). Introduction. <i>They Say, I Say: The Moves That Matter in Academic Writing</i>. New York: W.W. Norton &amp; Company.</a>
<b>Day 8:</b> 5/26	<b>Domain of Writing:</b> - How should teachers and peers provide feedback on student writing?	<a href="#">VanDeWeghe, R. (2004). "Awesome Dude!" Responding hopefully to peer writing. <i>English Journal</i>, 94(1), 95-99. NCTE.</a>  <a href="#">Mazura, C., Rapant, J., &amp; Sawyer, M. Teaching Revision As an Act of Voice and Agency. <i>English Journal</i>. 107.3 (2018) 81-86</a>
<b>Day 9:</b> 6/2	<b>Domain of Language</b> - How do we affirm students' right to their own language while providing access to multiple forms of expression (including standard academic English)? - How should teachers approach the teaching of grammar?	<a href="#">Kinloch, Valerie Felita. (2005). Revisiting the Promise of Students' Right to Their Own Language: Pedagogical Strategies. NCTE.</a>  <a href="#">Ehrenworth, M. Grammar--Comma--A New Beginning. <i>The English Journal</i>. 92.3 (2003) 90-96.</a>
<b>Day 10:</b> 6/9	<b>Planning at the Unit Level:</b> - How should teachers backwards-plan conceptual units in English? - Sharing of final assignment and appreciations	<b>Assignment #3 due</b> <a href="#">Smagorinsky, P. (2008). Teaching English by Design. 111-128, 136-139. Portsmouth, NH: Heinemann.</a>

