



Tina Ehsanipour tinae@stanford.edu

Course Overview

This course will focus on **how to bring authenticity and joy into the ELA classroom, without sacrificing rigor**. Too often, English is seen as a series of skills students must learn, as opposed to an opportunity for students to make meaning in community and find joy in critical and creative thinking/expression. While we will still explore the typical ELA domains of reading, discussion, and writing, we will do so through a culturally sustaining lens that centers authenticity and student voice. In each class session, we will together experiment with specific strategies and structures to help develop our educator toolbox so that we can confidently design lessons that both engage and challenge our students.

Course Expectations

We will meet as a class from **3:15-6:00 pm every Tuesday from March 29 to May 31, in CERAS 300**. This course is designed for us to learn in community. To that end, please **complete** readings for that session and be prepared to participate in activities and discussions. Knowing how much you are all juggling this spring, I have intentionally chosen readings that are meaningful and manageable to ensure this elective is both enjoyable and doable. 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. In the case of absence (for illness or family emergency or a job interview), contact me at least 24 hours before class and complete any work missed due to absence. Thank you for keeping the lines of communication open!

Course Assignments

- | | |
|--|-------------|
| Assignment #1: Student Think and Read Aloud | Due 4/19/22 |
| Assignment #2: Cross Content Observation Assignment | Due 5/10/22 |
| Assignment #3: Discussion and Writing Final Assignment | Due 5/31/22 |

Grading

My expectation is that everyone will achieve mastery of the **material** taught in the course. To that end, I will invite you to revise and resubmit assignments in a timely manner if mastery is not the outcome upon the first submission. Please reach out if you need extra assistance with an assignment, or need an extension.

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 class (<i>complete before class</i>)
Class1: 3/29	Introduction & Domain of Reading: - What does an authentic and curious ELA classroom look/feel like?	NO readings but please complete this short letter assignment
Class2: 4/5	Domain of Reading: - How do we help students find joy in reading? - How do we teach reading through a culturally sustaining approach, even when we have prescribed texts? - How do we support students’ reading of complex literary texts without killing that joy?	Cult of Pedagogy “How to Stop Killing the Love of Reading” (2019) Ervin, J. (2022) Critically Reading the Canon: Culturally Sustaining Approaches to a Prescribed Literature Curriculum. <i>Journal of Adolescent & Adult Literacy</i> 65(4), 32-329. Optional (but recommended!): Healy, M. (2019, February) Schools are Using Diverse Authors and Titles to Spark Student Interest in Reading . NSBA. https://www.nsba.org/ASBJ/2019/February/November
Class3: 4/12	Domain of Reading: - 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?	“Prisoner’s Dilemma” by Richard Powers Skim UDBW Teacher Guide Optional: Levine, S. (2014) Making Interpretation Visible with an Affective Strategy. <i>Reading Research Quarterly</i> International Reading Association. (pages-21)

Class4: 4/19	Domain of Discussion: - How do we set up for a productive discussion? - What are some ways we as teachers can structure meaningful student discussion?	Assignment #1 due "Facing It" by Yusef Komunyakaa (poem) "Pledge Allegiance" by Carlina Duan (poem)
Class5: 4/26	Domain of Discussion: - How can we value and validate the language of comfort in the classroom? - How do we as teachers facilitate student uptake of complex texts?	"Cloud Dragon Skies" by N.K. Jemisin (short story) Metz, Mike. Amplifying Academic Talk: High Quality Discussions in the Language of Comfort. <i>English Journal</i> 109.4 (2020): 551
Class6: 5/3	Domain of Writing: - What is the writing process? - How can we as teachers support students as writers?	Romano, T. (1987). Writing Processes in The Classroom. <i>Clearing the Way: Working with Teenage Writers</i>. Portsmouth, NH: Heinemann. Kris Gutiérrez: "A Comparison of Instructional Contexts in Writing Process Classrooms with Latino Children". 251-259
Class7: 5/10	Domain of Writing: - How can we as teachers infuse joy and authenticity into writing?	Assignment #2 due Graff & Birckstein (2006). They Say, I Say: The Moves That Matter in Academic Writing Gainer, J. S., & Lapp, D. (2010). Remixing Old and New Literacies = Motivated Students. <i>The English Journal</i> 100(1), 58-64.
Class8: 5/17	Domain of Writing: - How can teachers and peers provide meaningful feedback on student writing? - How do we invite dialogue (rather than closure) through our feedback?	Rethinking Writing Workshops (excerpted readings slide deck) VanDeWeghe, R. (2004). "Awesome Dude!" Responding Helpfully to Peer Writing. <i>English Journal</i> 94(1), 95-99. NCTE. Mazura, C. Rapant, J., & Sawyer, M. Teaching Revision As an Act of Voice and Agency. <i>English Journal</i> 107.3 (2018) 81-86 (OPTIONAL)
Class9: 5/24	Planning with Students at Center - How do we affirm students' right to their own language while providing access to multiple forms of expression?	Christensen, Linda (2011). Finding Voice. <i>Voices from the Middle</i>, 18 (3), 9-17.
Class10: 5/31	Planning with Students at Center - How can we center students as we plan? - Sharing of final assignment and appreciations	Assignment #3 due

Other readings you may enjoy:

- [Bomer, R. \(2011\). *English: What to Teach. Building Adolescent Literacy in Today's English Classroom*. Portsmouth, NH: Heinemann. \(pages 2-9\)](#)
- Schoenbach et. al. (2012). The Reading Apprenticeship Framework. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco: Jossey-Bass. [Chapter 2](#) and [Chapter 7](#) (skim as desired; see post-its about sections to read)
- [Bruce, D. L. \(2015\). So much depends: Video poetry, media literacy, and the Common Core State Standards. *MEDIA LITERACY*](#)
- [Jocson, Korina. Youth Media As Narrative Assemblage: Examining New Literacies at an Urban High School. *Pedagogies: An International Journal* 1. 7, #4 \(Oct-Dec 2012\):298-316](#)
- ["Teaching Writing with Radio"](#)

- [Kinloch, Valerie Felita. \(2005\). Revisiting the Promise of Students' Right to Their Own Language: Pedagogical Strategies. NCTE.](#)
- [Ehrenworth, M. GrammarComma-A New Beginning*The English Journal*92.3 \(2003\) 996.](#)