

## **EDUC 262A Summer 2023**

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### **Class**

Days: July 5 - 14

Time: 1:30 - 4:20pm, except on Thursdays. Thursdays' time: 2:15 - 4:20pm

Place: Columbia Middle School Library

### **General description**

Welcome to the first course in a three-part sequence on teaching English Language Arts (ELA) in secondary school. These three courses focus on how to “make thinking visible” 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 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.

### **Learning goals**

By the end of our work together this quarter, you will:

- Interrogate and expand your knowledge, beliefs, and assumptions about ELA
- Engage in a task-analysis of argument writing
- Use task analysis to practice backward design
- Use student work to understand student learning needs
- Create an activity that makes visible students' everyday argument skills and practices
- Design an exercise to teach students strategies for an aspect of argument writing

This summer quarter is an intensive introduction to the teaching of English, where we explore:

- Why teach English? What are some of the different purposes for teaching middle and high school English?
- How do you become a curriculum designer?
- How do you teach argument writing?

### **Students with documented disabilities**

Students who may need academic accommodations based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional 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 made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oea>)

## **Course procedures**

Learning and building community can be a challenge, even when it's not online. We will lean on each other to create a supportive culture in which we can all learn from one another. To facilitate this culture, we will all need to:

- Be focused on each other and our work when we're together
- Complete readings for each class; be prepared to participate in activities and discussions.
- Listen actively and respectfully to each other, following norms you develop in STEP.
- If you have to miss a class, let us know in advance, and arrange to meet with a colleague or instructor to support your learning.

## **Assignments and grading**

Ultimately, this course will be graded A, B, C, I (incomplete), or NC (no credit). We hope and expect that every student in this class will earn an A at the end of the course. During the course, however, our primary goal in responding to your assignments is to provide feedback and engage in conversation about your thinking and planning. Thus, we provide comments but not letter grades on your work. Instead, we mark your work as either "complete" or "incomplete."

- "Complete" means that you have met the goals for that assignment.
- "Incomplete" means that you are on your way! And you now need to revise and resubmit your work in order to gain more practice or grasp a concept. When you do so, you will earn a "complete" and, more importantly, learn more about instructional design. Revision is an organic part of the learning process. Every student revises many times.

Because we believe that an A grade in this course is generally attainable through rigorous effort, we consider a B grade to be of some concern. We may share those concerns with the STEP director so we can help you secure the support and resources you may need in order to complete the rest of your time in STEP successfully. Should you have any questions about your progress in the course, please do not hesitate to talk with your professors.

**Reading for STEP means:**

- Highlighting or annotating key passages that feel particularly meaningful and relevant for your pedagogy - please come to class with at least two passages (a sentence or two in length) for each reading that you are ready to share and discuss.
- Questioning the purposes, goals, or applications of the reading - please come to class with at least one written question for each text you read related to how a specific concept, idea, or theme applies to your own content area.
- Acknowledging areas of struggle in your own sociocultural background as a reader - please come to class prepared to share any moments that you struggled with in terms of understanding or connecting with the texts in this class.

Day	Topic	Assignments due on this date
Wednesday July 5	<p>What are some of the big debates about ELA?</p> <p>Toolkit: Contrasting cases to activate schemata</p> <p>With mentor teachers: I used to think...but now...</p>	<ol style="list-style-type: none"> <li>1. De Los Rios et al</li> <li>2. Liu</li> </ol>
Thursday July 6	<p>What are some of the big debates about ELA? And why does most teaching look the way it does right now?</p> <p>Toolkit: primary documents and constructivist thinking</p> <p>With mentor teachers: Look at trends in student writing</p>	<p>Choose one:</p> <ul style="list-style-type: none"> <li>• Duncan-Andrade and Morrell (skim pages 1 - 11; then read closely from page 12)</li> <li>• Ivey and Fisher</li> <li>• Yagelski</li> </ul>
Friday July 7	<p>How does argument fit into how and why we teach? How do you make funds of knowledge visible?</p> <p>Toolkit: Funds of knowledge activities</p> <p>With mentor teachers: Practicing argument lesson</p>	<ol style="list-style-type: none"> <li>1. Kirkland</li> <li>2. Lunsford</li> </ol>
Monday July 10	<p>How do you develop learning goals and design lessons to get at those goals?</p> <p>How do you draw on students' everyday practices to design curricula?</p> <p>Toolkit: Funds of knowledge activities</p> <p>With mentor teachers: Goals and assessments</p>	<ol style="list-style-type: none"> <li>1. <b>Writing: Your own argument in response to "Kill or Spill"</b></li> <li>2. Hillocks intro, preface, and Ch. 1</li> <li>3. Choose ONE text about Funds of Knowledge: <ul style="list-style-type: none"> <li>• Lee</li> <li>• Martinez</li> </ul> </li> </ol>

Day	Topic	Assignments due on this date
Tuesday July 11	How do you use goals and a task analysis to “backward design” a unit? How do you use contrasting cases to design a lesson?  Toolkit: Contrasting cases  With mentor teachers: Building community	1. Levine 2. Wiggins and McTighe, chapter 1,7
Wednesday July 12	How do you use goals and a task analysis to “backward design” a unit? How do you use contrasting cases to design a lesson?  Toolkit: Contrasting cases  With mentor teachers: TBD	1. <b>Writing: Your draft of a lesson plan</b> 2. Hillocks: Ch. 2-3 (Jigsaw)
Thursday July 13	How do you make thinking visible in a lesson? How do you design a complete lesson?  Toolkit: Doing your own assignment	1. Watch: Video of unit plan
Friday July 14	How do you teach a lesson? How do you give feedback?  Toolkit: Doing your own assignment  With mentor teachers: TBD	1. <b>Lesson rehearsal</b>

### Useful links

This course has benefitted from a few great online resources :

[Cult of Pedagogy](#)

[School Reform and Classroom Practice](#)

