

EDUC 262A Summer 2025

Instructor: Sarah Levine, srlevine@stanford.edu

TA: Lena Phalen, lphalen@stanford.edu

Office Hours: Just email or text to make appointment!

Class

Days: Monday June 30 - Friday July 11

Time: 1:30 - 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 courses focus on how to **make thinking visible** for students as they learn to read and interpret all sorts of texts and communicate their ideas in discussion, writing, and other media so that they can 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 then design lessons and units that will help your students become curious readers and writers who experience challenge and pleasure in the world of texts around them.

Big questions for this course:

- Why even 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?

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
- Learn to develop argument prompts that invite more than one possible argument
- Use task analysis to practice backward design
- Use student work to understand student learning needs
- Create activities that make visible students' everyday argument skills and practices

- Design an exercise to teach students strategies for an aspect of 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/oae>)

Course procedures

Learning and building community can be a challenge, 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 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.
- Strive to attend every class -- we need each other. If you have to miss a class, let Sarah and Lena know in advance, and arrange to meet with them to work through what you missed, and create a written reflection on that work.

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. But during the course, our primary goal in responding to your assignments is to provide feedback and engage in conversation about your thinking and planning.

SO! We will not provide letter grades on your individual assignments, instead, we will offer you feedback, and mark your work as either “complete” or “incomplete.”

- “Complete” means that you have met assignment goals and earned an A.
- “Incomplete” means that you are on your way! And you now need to respond to our feedback, and then revise and resubmit your work to gain more practice or grasp a concept. When you do, 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.
- Please revise by assigned date. Please also respond to our feedback on Canvas. That way we know you read it.

If you miss more than 2 classes, or have an incomplete in more than 2 assignments, your grade will be a B or lower.

Because we believe that each of you can achieve an A in this course, we consider a B to be of some concern. We will be in dialogue with you and also may share those concerns with the STEP directors so we can help you get the support and resources you may need to thrive. When you have questions about your progress, please talk with us!

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.
- Noting and asking about questions that arise as you read. What's confusing? What seems weird? Bring those questions with you to class.

Daily Overview for Summer C&I

Day	Topic	Assignments due on this date
Monday June 30	<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">1. Read “Upending Colonial Practices” (de los Ríos)2. Read “What Every American Should Know” (Liu)
Tuesday July 1	<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>	<ol style="list-style-type: none">1. Read “Rethinking English as a School Subject” (Yagelski)2. Choose and read at least one:<ul style="list-style-type: none"><input type="checkbox"/> “Critical Pedagogy in an Urban Classroom” (Duncan-Andrade and Morrell --skim pages 1 - 11; then read closely from page 12)<input type="checkbox"/> “Farewell to the Whole-class Novel!” (Ivey and Fisher)
Wednesday July 2	<p>How does argument fit into how and why we teach?</p> <p>How do you make funds of knowledge visible?</p> <p>Toolkit: Funds of knowledge activities; They say/I say</p> <p>With mentor teachers: Developing an assessment</p>	<ol style="list-style-type: none">1. Read “Everything is an Argument” (Lunsford)2. Read “Rewriting School” (Kirkland)3. Read “They Say/I Say” (Graff)

Day	Topic	Assignments due on this date
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Monday July 7	<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>	<ol style="list-style-type: none"> 1. Write an argument for or against charging Laura with murder. 2. Identify and color code each sentence to identify all the parts of that argument, including claim, evidence, so-what, and counterargument. You may find other elements there as well. 3. Read "Teaching Argument" (Hillocks' Intro, preface, and chapter 1) 4. Choose and read at least one text about funds of knowledge: <ul style="list-style-type: none"> <input type="checkbox"/> "Cultural Modeling" (Lee) <input type="checkbox"/> "Found in Translation" (Martinez)
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Tuesday July 8	<p>How do you use goals and a task analysis to "backward design" a unit?</p> <p>How do you use contrasting cases to design a lesson?</p> <p>Toolkit: Contrasting cases</p> <p>With mentor teachers: Building community</p>	<ol style="list-style-type: none"> 1. Read "Contrasting Cases" (Levine) 2. Read "Understanding by Design" (Wiggins and McTighe, chapter 1,7) 3. Watch: Video of unit plan
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Day	Topic	Assignments due on this date
Wednesday July 9	<p>How do you use goals and a task analysis to “backward design” a unit?</p> <p>How do you use contrasting cases to design a lesson?</p> <p>Toolkit: Contrasting cases</p> <p>With mentor teachers: TBD</p>	<p>1. Choose and read at least one</p> <p><input type="checkbox"/> “Teaching Arguments of Policy” or</p> <p><input type="checkbox"/> “Teaching Arguments of Judgment” (Hillocks: Ch. 2-3) (Jigsaw)</p>
Thursday July 10	<p>How do you make thinking visible in a lesson?</p> <p>How do you design a complete lesson?</p> <p>Toolkit: Doing your own assignment</p>	<p>1. Draft a lesson plan to teach an aspect of argument using contrasting cases</p>
Friday July 11	<p>How do you teach a lesson?</p> <p>How do you give feedback?</p> <p>Toolkit: Doing your own assignment</p> <p>With mentor teachers: TBD</p>	<p>1. Revise your lesson for rehearsal in class</p>

Useful links

This course has benefitted from a few great online resources :

[Cult of Pedagogy](#)

[School Reform and Classroom Practice](#)

[Jason Reynolds & Julia E. Torres Author Take Over](#)

They Say/I Say (see Canvas)

Improving Reading Comprehension of Middle and High School Students (see Canvas)

