

CURRICULUM & INSTRUCTION IN ENGLISH  
ED 262c

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**Course Overview**

In this final segment of Curriculum & Instruction in English, we will focus on developing integrated unit plans that you will be able to teach in one of your classes. The weekly small assignments are designed to scaffold the final project, as well as to help you draw on ideas, activities, and theories that you have learned in this class and in your placements. They will also prepare you to complete the Performance Assessment for California Teachers (PACT), which will be the focus of the spring quarter. The feedback that you get from your peers and instructors will help you develop your unit plan. Though you will design units individually, we will emphasize the collaborative nature of curriculum planning by facilitating opportunities for you to assist each other both inside and outside of class. The unit assignment will ask you to develop strong assessments and lessons, respond to the diverse needs of students, and plan for your communications with parents and colleagues.

Another focus of this quarter is the teaching of grammar. Building on our work together last summer, we will consider ways to approach the teaching of grammar in the context of reading and writing. We will also revisit the design and assessment of writing assignments and the use of the writing process to teach a variety of genres.

A third focus of this quarter will be the teaching of Shakespeare. Since Shakespeare continues to be a mainstay of the English curriculum and because his plays pose particular challenges for students, we will explore ways to teach Shakespeare using *The Tempest* as an example. By considering how this text can be both challenging and engaging for students, we will use *The Tempest* to brainstorm ideas for a potential unit.

Finally, you will have the opportunity to analyze a small segment of your own teaching, which will help you prepare for PACT and for your teaching exhibition. You will share a brief video segment from your classroom with your colleagues, who will engage in a discussion focused on a question that you pose about your practice.

**Expectations**

Please come to class having completed the reading and assignments due for that day. Be prepared to participate in class discussions and activities. Being ready to participate will mean bringing the designated parts of your developing unit to class so that you can get assistance from (and give assistance to) your colleagues. Since the development of the unit plan is a critical component of this quarter, you must have the draft pieces of your unit ready to share with your colleagues during class on the dates noted in the syllabus.

**Required texts**

- Course Reader (2009), available from Field Copy.
- Shakespeare, W. *The Tempest*.
- Weaver, C. (2008). *Grammar to Enrich and Enhance Writing*.
- Wiggins & McTighe (2005). *Understanding by Design*.

**Assignments**

**Grammar Mini-Lesson**

For this assignment, you will collaborate with some of your colleagues to design and implement a grammar mini-lesson that reflects the principles of teaching grammar that we explore in class.

*Due January 20*

**Unit Plan**

This is the major assignment of the quarter, a culminating assessment for all three sections of this course and an important part of your STEP graduation portfolio. You will develop a unit plan that integrates the teaching of each component of the language arts around an essential question. The process of designing this unit plan will provide you with opportunities to engage in pedagogical thinking and to demonstrate your understanding of the teaching of English.

*Drafts of unit components are due for workshop participation and written feedback as follows:*

<i>Essential Questions and Learning Targets</i>	<i>January</i>
<i>13</i>	<i>Culminating Assignment for the Unit</i>
<i>January 27</i>	
<i>Unit Calendar</i>	<i>February 3</i>
<i>One Lesson Plan</i>	<i>February 10</i>
<i>Unit Assessment Plan</i>	<i>February 17</i>
<i>Complete draft of unit plan due</i>	<i>February 24</i>
<i>Final unit plan due</i>	<i>March 10</i>

**Analysis of Teaching**

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will

present this selection to your peers and engage them in a discussion focused on questions of teaching and learning.

*Videotape of your teaching due to class March 3*

**Grading**

Unit Component Drafts:	Unit Plan:	55%
20%	Analysis of Teaching:	
Grammar Mini-Lesson:	15%	10%

**Calendar**

**1/6 Overview of class**

**Pre-assessment: Discovering what students already know**

**Unit planning around an essential question and identifying learning targets**

**Introduction to the teaching of grammar**

*Reading Due: The Tempest*

*O'Brien. Doing Shakespeare: "Yo! A Hit! A Very Palpable Hit!"*

**1/13 The teaching of grammar**

**More on unit planning**

*Reading Due: Ehrenworth. Grammar- comma- a new beginning (CR)*

*Smoot. An experiment in teaching grammar in context (CR)*

*Schuster. Sentence comparison (CR)*

*Weaver. Chapters 1-4 (pp. 1-70)*

*Tempest Unit Plan (CR)*

*Assignment Due: Essential questions and learning targets (unit overview)*

**1/20 Reviewing other unit plans**

**The teaching of grammar**

**Developing culminating assessments**

*Reading Due: Unit Plan from a Previous Year (TBD)*

*Beach & Marshall. Organizing Units in Literature (CR)*

*Assignment Due: Grammar Mini-Lesson*

**1/27 Creating a unit calendar**

**Using technology in the language arts classroom**

**Introduction to the Six (+1) Traits**

**Workshop Focus: Draft of culminating assessment**

*Reading Due: Kajder. "Unleashing Potential with Emerging Technologies" (CR)*

*Assignment Due: Draft of final assignment for unit*

**2/3 The assessment of writing using the Six (+1) traits**  
**Providing feedback on student work**  
**Workshop Focus: Unit calendar**

*Reading Due:* Spandel, V. *Creating Writers*, Chapter 3 and Chapter 6 (CR)  
Wolf. *Assessment as an Episode of Learning* (CR)

*Assignment Due:* Draft of unit calendar

**2/10 Assessment and Grading**  
**Rubric Design**  
**Sheltering Instruction for English Learners**  
**Workshop Focus: Draft of Lesson Plan**

*Reading Due:* Petizman & Gadda. *Through different eyes*, Chapters 3 & 4 (CR)  
Weaver. Chapter 15  
Understanding by Design, Chapters 7 & 8

*Assignment Due:* Draft of one lesson plan

**2/17 Teaching Shakespeare using drama**  
**Workshop Focus: Draft of assessment plan**

*Reading Due:* Wilhelm & Edmiston. *Drama and Reading* (CR)  
Smagorinsky. *Expressions: Multiple Intelligences in the English class* (CR)  
Rothenberg & Watts. *Students with learning difficulties meet Shakespeare* (CR)

*Assignment Due:* Draft of assessment plan

**2/24 Responding to Reluctant Learners**  
**Reflecting on Unit Design**

*Assignment Due:* Complete draft of unit plan

**3/3 Analysis of teaching: Sharing videotapes**

*Assignment Due:*  
Select the 3-5 minute video clip of your teaching to share with a small group within our class. Be prepared to present your teaching and to engage colleagues in a discussion of your work. There is no written component for this assignment.

**3/10 Reflections and Celebrations**

*Assignment Due:* Final Unit Plan