

**ED 262A: CURRICULUM & INSTRUCTION IN ENGLISH**  
**Christa Compton and Chandra Alston**  
**Summer 2009**  
**Building 240, Room 101**

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### **Course Overview**

In the first quarter of this three-quarter class, we will begin a conversation about the purposes for teaching English in public schools with diverse student populations. This intensive introduction to the teaching of English is organized around a series of guiding questions, including:

- Why teach English? What are some of the different purposes for teaching middle and high school English?
- How do we define English as a subject for students to study?
- What are the different components of the English curriculum, and how do they relate?
- How can we create a sense of coherence in the curriculum?
- How is teaching the subject matter of English specifically connected to the mission of teaching for social justice?

In the first week, we will examine different perspectives on the purposes for teaching English, and you will be asked to consider the version of English to which you currently subscribe.

In addition to this introduction, we will explore issues related to the teaching of writing. In the first week, we will work on autobiographical narratives of a defining moment of adolescence. The purpose of this assignment is to help you reflect on what adolescence can feel like and also to engage in the writing process as we study it. As we write, we will consider questions about the nature of writing, the various processes in which writers engage, and the role of response in revision.

In the second week of the course, we will look more closely at how students learn to write and how teachers can support the process of learning to write. We will explore how to create writing assignments, how to support students through the writing process, and how to provide helpful feedback to students throughout the writing cycle. The culminating assignment for the summer will involve designing a writing assignment for students and creating a sequence of instructional activities to help students complete the assignment successfully.

## Required Readings

California State Department of Education. (2007). *Reading/ language arts framework for California public schools: Kindergarten through grade 12*. Sacramento: Department of Education. Available at [www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf](http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf)

Rose, M. (1989). *Lives on the boundary*. New York: Penguin.

Hillocks, G. (1995). *Teaching writing as reflective practice*. New York: Teachers College Press.

*Course reader*, available at the Stanford Bookstore

## Course Expectations

As the first of a sequence of three classes, this course is designed to create a collegial culture in which we can all learn from one another. To facilitate this culture, we expect everyone to come to class having completed the readings for that session and to be prepared to participate in activities and discussions. We also expect people to listen carefully and respectfully to their colleagues. Our collective engagement in class activities and discussions will facilitate your learning; we therefore assume regular attendance. If you must miss a class, be sure to inform an instructor and also arrange for a colleague to take notes and pick up readings or assignments.

## Course Assignments

Autobiographical folder and personal narrative	<b>due July 7</b>
Interview with student about writing	<b>due July 7</b>
Instructional sequence for teaching writing	<b>due July 13</b>

## Grading

Student interview	5%
Autobiographical folder and personal narrative	40%
Instructional sequence for teaching writing	55%

## COURSE CALENDAR

Prior to the first class, please read chapters 1-3 of *Lives on the Boundary* by Mike Rose.

<i><b>Date</b></i>	<i><b>Topic</b></i>	<i><b>Reading for this class</b></i>
6/29	Introductions Why teach? Joining the literacy club  Homework: <ul style="list-style-type: none"> <li>• Readings for next class (see below)</li> <li>• Finish your folder of ideas for autobiographical incident</li> <li>• Write one page on why you want to teach English</li> </ul>	Read chapters 1-3 of <i>Lives on the Boundary</i>
6/30	What is English and why teach it?  Homework: <ul style="list-style-type: none"> <li>• Readings for next class (below).</li> <li>• Choose an incident from your folder to develop into a personal narrative and write your first draft, due in class <i>Thursday, July 2</i>.</li> <li>• Interview a student, taking notes on your conversation (see guidelines). Interviews must be completed by <i>Tuesday, July 7</i>.</li> </ul>	Read Yagelski, Probst & Scholes articles, CR  <i>CA Frameworks</i> , read chapters 1 & 2 and skim the grade-level standards for grade 8
7/1	Instructional Scaffolding  The writing process  Homework: <ul style="list-style-type: none"> <li>• Readings for next class (below).</li> <li>• Complete first draft of your personal narrative and bring <b>three</b> copies to class on <i>Thursday, July 2</i>.</li> </ul>	Applebee & Langer, CR  “Eleven”, CR Romano, chapter 4, CR Bizzell, CR Zemelman & Daniels, chapter 2, CR

<i>Date</i>	<i>Topic</i>	<i>Reading for this class</i>
7/2	Response and Revision	Read both Sommers articles, CR Daiker, CR VanDeWeghe, CR  <i>Optional readings:</i> Brannon & Knoblauch, CR Neubert & McNelis, CR
	Homework:	
	<ul style="list-style-type: none"> <li>• Readings for next class (below)</li> <li>• Revise your personal narrative and write a reflection on your writing process and its implications for teaching, due <b>Tuesday, July 7.</b></li> </ul>	
7/3	No class	
7/6	No class	
7/7	How do kids learn to write? What can teachers do to help them?	<b>*Personal narratives and student interviews due</b>
	Designing writing assignments	Hillocks, chapters 7 & 8
	Homework:	
	<ul style="list-style-type: none"> <li>• Readings for next class (below)</li> <li>• Complete draft of your writing assignment. Be prepared to share your assignment with your peers on <b>Wednesday, July 8.</b></li> </ul>	
7/8	Getting started: Gateway activities	Hillocks, chapter 9
	From pre-writing to drafting: Designing instructional sequences	
	Homework:	
	<ul style="list-style-type: none"> <li>• Readings for next class (below)</li> <li>• Complete draft of 12-step sequence to scaffold your writing assignment. Be prepared to share your draft sequence with your peers on <b>Thursday, July 9.</b></li> </ul>	

<i>Date</i>	<i>Topic</i>	<i>Reading for this class</i>
7/9	Revision and reworking: The role of peer and teacher feedback	Romano, chapter 7, CR
	Supporting good writing through targeted mini-lessons & explicit instruction	Skim Atwell, PDF via e-mail
	Lesson planning	
	Homework: <ul style="list-style-type: none"> <li>• Readings for next class (below)</li> <li>• Optional: Draft of gateway lesson plan</li> </ul>	
7/10	<b>Remember that class meets from 3:15-6:05 today.</b>	
	Errors & Expectations: When do we worry about mechanics and why?	Delpit, CR Shaughnessy, CR Rose, chapter 7
	Wrap-up	
	Homework: <ul style="list-style-type: none"> <li>• Final instructional sequence assignment due in Chandra's STEP box before <i>noon</i> on <b>Monday, July 13</b>.</li> </ul>	

## REFERENCES

### Day One

Rose, M. (1989/2005). *Lives on the boundary: A moving account of the struggles and achievements of America's educational underclass*. NY: Penguin Books. chapters 1-3.

### Day Two

Yagelski, R.P. (1994). Literature and literacy: Rethinking English as a school subject. *English Journal*, 83(3), 30-36.

Probst, R.E. (1994). Reader-response theory and the English curriculum. *English Journal*, 83(3), 37-44.

Scholes, R. (1995). An overview of Pacesetter English. *English Journal*, 84 (1), 69-75.

California State Department of Education. (2007). *Reading/ language arts framework for California public schools: Kindergarten through grade 12*. Sacramento: Department of Education. Available at [www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf](http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf)

\*California Assessment Program (CAP). (1990). *Writing assessment handbook*. Sacramento, CA: Department of Education.

### Day Three

Applebee, A.N., & Langer, J.A. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language arts*, 60(2), 168-175.

Cisneros, S. (1992). *Woman Hollering creek*. NY: Vintage Books, chapter titled "Eleven."

Romano, T. (1987). *Clearing the way: Working with teenage writers*. Portsmouth, NH: Heinemann, chapter 4.

Bizzell, P. (1986). Composing processes: An overview. In A.R. Petrosky & D. Bartholomae (Eds.). *The teaching of writing: Eighty-fifth yearbook of the national society for the study of education*. Chicago: The University of Chicago Press.

Zemelman, S. & Daniels, H. (1988). *A community of writers*. Portsmouth, NH: Heinemann, chapter 2.

\*Vosovic, A. *Writing Unit – Autobiographical Incident*. Original Curricular Material. Los Altos, CA: Los Altos High School English Department.

### Day Four

Sommers, N. (1982). Responding to student writing. *College Composition and Communication*, 33(2), 148-156.

Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. *College Composition and Communication*, 31(1), 378-387.

VanDeWeghe, R. (2004). "Awesome Dude!" Responding hopefully to peer writing. *English Journal*, 94 (1), 95 – 99.

Daiker, D.A. (1989). Learning to praise. In C.M. Anson (Ed.), *Writing and response: Theory, practice, and research* (pp. 103-113). Urbana, IL: National Council of Teachers of English.

\*Brannon, L., & Knoblauch, C.H. (1982). On students' rights to their own texts: A model of teacher response. *College Composition and Communication*, 33(2), 157-166.

\*Neubert, G.A., & McNelis, S.J. Peer response: Teaching specific revision suggestions. *English Journal*, 52-56.

### Day Five

Hillocks, G. (1995). *Teaching writing as reflective practice*. NY: Teacher's College Press, chapter 7 & 8.

### Day Six

Hillocks, G. (1995). *Teaching writing as reflective practice*. NY: Teacher's College Press, chapter 9.

### Day Seven

Romano, T. (1987). *Clearing the way: Working with teenage writers*. Portsmouth, NH: Heinemann, chapter 7.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Heinemann, chapter titled "Minilessons."

### Day Eight

Delpit, L.D. (1995). The silenced dialogue: Power and pedagogy in educating other people's children. *Other people's children: cultural conflict in the classroom*. New York: The New Press, 21-47.

Shaughnessy, M. (1976/2000). Diving in: An introduction to basic writing. *The writing teacher's sourcebook*. New York: Oxford University Press, 94-99.

Rose, M. (2005). *Lives on the boundary: A moving account of the struggles and achievements of America's educational underclass*. NY: Penguin Books. chapter 7.

\* optional readings