

Course: **Centrality of Literacies**

Spring 2025

Thursdays (4/3; 4/24; 5/1; 5/8; 5/15; 5/22; 6/5)

3:15 - 6:00 pm

CERAS 300 (Sections in 300, 302, 308)

Teaching Team:

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Description

Literacies—the ways we read, write, communicate—define how we make meaning of the world around us. Literacies and their enactment are innate, political, and too often invisible in the instructional approaches that guide classroom pedagogy. Through a research-based foundation, **this course is designed to build a socio-cultural grounding in how literacies are enacted and supported both in secondary classrooms and in out-of-school settings.** How we read textbooks, how we produce content in classrooms, how we socialize with peers via mobile devices, and how we literally navigate moving through local communities are all determined by our literacy practices and the kinds of cultural identities we bring to bear on the world.

These questions guide what we read, discuss, and do in this class:

1. What are contemporary literacies that young people engage in, both in and out of formal school settings?
2. How do they play out in your classroom?
3. In what ways do literacies transcend disciplinary boundaries, and how do we support student literacies across disciplines?

How do we prepare teachers to recognize and leverage the contemporary literacies young people engage in to support their personal and academic growth?

Course Objectives:

By the end of this course we expect you to demonstrate an **expansive understanding of contemporary literacies, their application in your classroom, and how to support students in their reading, writing, and communicative practices.** Doing this requires interrogating the **centrality of literacies in your development as a member of today's society** and in the shaping of your teaching subject area. This also **requires surfacing and understanding your own positionality vis-à-vis race, class, gender, language, disability,** and other forms of both visible and invisible identities carried into your own learning communities.

Finally, we want to recognize the natural discomfort that often comes with learning. Moving toward a new understanding of literacies and our engagement with the world via sociocultural practices of communication, production, and embodiment will feel different for each of us in this class. We are asking you to do the personal reflection and analysis to recognize your own

learning needs in this class as well as to support others who are participating in similar yet different trajectories of learning.

Course Materials:

All of the readings and materials for this course will be available through the course Canvas page organized by weekly modules.

Course Expectations:

In our collective effort of drawing out “all that is exquisite” (bell hooks, 2003) in our short time in this class together, we are asking you to commit to the following course expectations:

- **Authentic engagement** - Engaging with the texts, discussions, and activities in this class means being fully present. This includes committing to questioning and examining what is being shared and attempting to bridge the theoretical texts in this class with your own content area.
- **Regular attendance and participation** - Apropos of the point above, you cannot engage with the ideas of this class without being present and participating (while also ensuring that you are giving space for others to also participate). We expect you to participate in every class and to be fully present for the entire duration of the class. This will include participating in the whole class portion and showing up to discussion sections at the right time. **We have only 7 sessions together.**
- **Enter class having read all readings for the day** - Reading (as both an activity you will complete for this class and as a topic of inquiry within this class) is a complex beast. Please see our explanation of what reading for this class means below.
- **Complete all activities fully** - This means not simply that your work is done but that it is completed with the dignity and thoughtfulness you will expect of your own students.
- **Center care and advocacy** - In your actions as a participant in this learning community, consider how you are caring for your own needs and those of your classmates. Please communicate with us about ways that we can care for you and your learning.
- Finally, we want to remind you to review the Stanford **honor code** related to academic integrity found here:
<https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>

What does it mean to “read” for this course?

As the organizers of this course, **we recognize that your STEP schedule is a busy one. We have chosen the readings for this class deliberately.** Though the pace of the class is brisk, we have tempered the list of expected readings to a distilled emphasis on the texts we believe will best suit you for strongly supporting the literacies needs of students in your classrooms both as a pre-service teacher and, later, as a career-long educator. As such, we expect you to come to class having completed a full, active read of your text. This means:

- **Highlighting or annotating** key passages that feel particularly meaningful and relevant for your pedagogy - please come to class with at least one relevant passage selected.

- **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.

Grades:

- In alignment with our course expectations, we hope that you will engage thoughtfully in the primary assignment for this course:
 - [Literacy Autoethnography](#)
- This assignment, along with your consistent class participation, will make up your grade for this course. By making an effort to engage thoughtfully, and with integrity, we hope that you will emerge from this course with concrete strategies you can carry with you into your teaching, and having reflected on the role of literacy in your life, your learning experiences, and your work as a teacher.

Note: This syllabus is a living document, and readings may be updated throughout the quarter.

Week	Topic/Questions	Readings Due (please come to class having read these)	Homework: (Complete these after this session)
1, Thursday April 3, 2025	Literacies: What are they? How do they play out in your classroom?	None due	Exit Ticket
No Class Thursday April 10 or April 17			
2, Thursday, April 24, 2025	Critical and sociocultural perspectives	<i>Literacy</i> (chapters 1 & 3) by Paulo Freire and Donaldo Macedo (1986) “Starting with Self: Teaching Autoethnography to Foster Critically Caring Literacies” by Patrick Camangian (2010) “Texting Identities: Lessons for Classrooms from Multiethnic Youth Space” by Django Paris (2010)	Exit Ticket
3, Thursday, May 1, 2025	Racial literacies and the racialization of	<i>Excerpt from</i> Toward a Theory of Anti-Oppressive Education” by Kevin K. Kumashiro	Exit Ticket

	literacy	<p>(2000),</p> <ul style="list-style-type: none"> - p. 25-26 (Abstract and introduction); - p. 35-48 (Education that is Critical of Privileging and Othering to Conclusion) <p>Please watch this recording of CoCo Massengale's lecture (20 min).</p> <p>SKIM: The Students' Right to Read (1981) by NCTE</p>	
VIRTUAL 4, Thursday, May 8, 2025	<p>All teachers are civics teachers: Exploring civic literacies in every classroom</p> <p>Guest Speakers: Rita Kamani-Renedo</p>	<p>Everyone Reads: "It's Not Just What Is, It's Also What Could or Should Be": Tensions and Possibilities of a Pre-Service Transdisciplinary Civics Space by Rita Kamani-Renedo & Antero Garcia (2025)</p> <p>"People Get Mistaken": Asian American Girls Using Multiple Literacies to Defy Dominant Imaginings of Asian American Girlhood. (2022) by Grace Player (skim/skip over Lit Review and Methods/Methodology)</p>	<p>Exit Ticket</p> <p>Autoethnography Draft Due</p>
5, Thursday, May 15, 2025	<p>Disciplinary literacies: Breaking down what literacy is</p>	<p>Read based on your discipline:</p> <p>Science - "(Mis)informed about what? What it means to be a science literate citizen in a digital world" by Howell & Broussard (2021)</p> <p>Math - "Fostering Acquisition of Mathematics Language" by Temple & Hinchman (2022) in <i>Best Practices in Adolescent Literacy Instruction</i> (Eds. Hinchman and Sheridan-Thomas)</p> <p>Social Studies - "Teaching History and Literacy" by Timothy Shanahan and Cynthia Shanahan (2022) in <i>Best Practices in Adolescent Literacy Instruction</i> (Eds. Hinchman and Sheridan-Thomas) pp. 247-264</p>	<p>Exit Ticket</p> <p>Autoethnography Due</p>

		<p>World Languages - Holguín Mendoza, Claudia & Sánchez-Walker, Noelia. In press. Beyond Critical Language Awareness: Reflexivity for antiracist critical literacy in Spanish language education. In Covadonga Lamar Prieto & Álvaro González Alba (Eds.), <i>Digital Flux, Linguistic Justice and Minoritized Languages</i>, pp. 75-98.</p> <p>English Language Arts - "Teaching Literary Literacy" by Emily C. Rainey and Scott Storm (2022) in <i>Best Practices in Adolescent Literacy Instruction</i> (Eds. Hinchman and Sheridan-Thomas) pp. 265-283</p>	
6, Thursday, May 22, 2025	Digital and media literacies	<p>"Gotta Love Some Human Connection": Humanizing Data Expression in an Age of AI by Cherise McBride, Clifford Lee, & Lissa Soep (2023)</p> <p>"Toward a (Queer) Reading Community: BookTok, Teen Readers, and the Rise of TikTok Literacies," by Trevor Boffone & Sarah Jerasa (2021)</p>	Exit Ticket
No Class Thursday May 29			
7, Thursday, June 5, 2025	Engaging in Freedom Dreaming	<p>All Read: "Freedom Dreaming in a Broken World: The Black Radical Imagination in Black Girls' Science Fiction Stories" by Stephanie Toliver (2021)</p> <p>In Toliver, please read (about 5-7 pages):</p> <ul style="list-style-type: none"> - The introduction (85-86) - Black Girls, Writing, and Social Justice (88-89) - Review Figure 1 & 2 (94) - Discussion (102-103) - Conclusion (103-104) <p>"Critical Literacy and the Multiliteracies of Dance: A First Approach" by Fountzolas et al., 2018 (6 pages)</p>	Course Feedback

