

ED 228E: Becoming Literate in School I Summer 2021



Instructors

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Course Description

This course is the first of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. This class introduces fundamentals in content, pedagogy, and assessment for teaching reading and writing. Candidates explore theories and practices through a variety of experiences, including discussion, in-class models and simulations, guided observation, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives

- Students will demonstrate knowledge of the major theoretical, conceptual, and evidence based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.
- Students will examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.
- Students will begin to apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

Course Website

Announcements, readings, assignments, and course materials will be posted on Canvas.

Course Readings

We have only one required text for the class:

Gehsmann, K. M. & Templeton, S. (2021). *Teaching Reading and Writing: The Developmental Approach*. Upper Saddle, NJ: Pearson. **Listed as TRW in the syllabus.**

Note that the previous version of the text (Templeton & Gehsmann, 2013) is fine to use if you already have that or want to read in print. (The 2021 version is only available online.) We will scan any pages we think are critical if needed.

Other readings will be posted online. In addition, we will post a recommended reading/resource list for you to use as you begin to build your own professional library over time.

To prepare for the Reading Instruction Competence Assessment (RICA), you can access general information and test prep materials at the following website:
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_Pre pMaterials.html

Attendance and Participation

Attendance and participation will benefit you in several ways. First, in class activities and class discussions will help you refine your understanding of the topics covered in class. Second, being present and actively participating will help you internalize the content so that you are able to use it more fluently when it comes time for assessment (e.g., RICA and EdTPA) and implementation (i.e., when you get in the classroom).

Attendance: If absences are necessary, please contact us before class and follow up with us and/or your fellow students after class so you can catch up on what you missed. If you have to be late for class or leave early, please try not to interrupt class and follow up with us and/or your fellow students after class so you can catch up on what you missed.

Participation: You will get the most out of class if you actively participate. We understand that it may look different for different people. Whatever form of active participation you prefer, please try to attentively and intentionally engage with the class material and activities. It will make class more productive (and more fun) for us all!

Overview of Assignments and Grading

Completing assignments for this class will help you internalize how to plan and implement reading and writing lessons for elementary school students. Major assignments are as follows:

Assignment	Points
Participation (attendance and participation)	25
Literacy Development and Instruction Assignment	25
Literacy Observation or Case Study Assignment	25
Literacy Essentials Group Project	25
Total	100

We provide a description of these assignments later in this syllabus, and we will talk about them extensively in class so you feel prepared to tackle all assignments. We plan to give extensive feedback on all assignments (verbal feedback for in class assignments and written feedback for all other assignments). If we feel that it would benefit you to try to respond to that feedback in a revision, we may ask you to revise your assignments before we issue a final grade. We want you to feel you have learned from the assignments and have confidently mastered the objectives associated with each assignment. **All assignments are due at the day and time noted on the syllabus.** If you need an extension, please contact us before the due date/time so we can help you make a plan to complete the assignment and so we can be prepared to provide you with timely feedback once you turn in your assignment.

Descriptions of Assignments

Below we provide descriptions of assignments. We will provide more detail throughout the semester. Please ask questions about the assignments if anything is unclear along the way. We want to be sure you feel confident in completing all assignments for this class.

Participation. Coming to class prepared (e.g., readings or pre-class activities completed) and ready to actively participate in class activities (e.g., discussing readings, analyzing video, preparing and modeling lessons, etc.) will ensure that you get the most out of this class. That is why we put a lot of weight on participation in our grading scheme.

Literacy Development and Instruction (LDI) Assignment. The content of this class is focused on literacy development and instruction. Before you begin or continue your journal as a literacy educator, it is important to reflect on your own literacy development and instruction. How you experienced literacy over the course of your own life will likely affect how you approach literacy instruction as an educator. You may uncover factors that facilitated your development and factors that hindered it. You may recall aspects of your own instruction that you'd like to replicate or that you'd like to change completely. In this assignment, we will ask you to write a reflection about the sociocultural factors that impacted your literacy development and consider how that may or may not influence your own instruction in the future.

Literacy Observation or Case Study Assignment. As an educator of children in elementary and middle school, it is essential to understand classroom environment and instructional factors that influence literacy development and to use that knowledge to guide your instruction. In this assignment, you will apply your evolving knowledge of literacy development and instruction to an observation or a case study. If you are able to observe your mentor teacher conducting a literacy lesson (e.g., a read aloud, a workshop session, etc.), then you will write about what you saw, how that connects to what you are learning in this class, and what questions or wonderings come up because of the observation. If you are not able to observe, we will provide you with a case study of classroom instruction and ask you to analyze the case study for what you think might influence literacy development, how that connects to what you are learning in this class, and what questions or wonderings come up because of the case study. We will provide more detail in class.

Literacy Essentials Group Project. At the beginning of the quarter, you will choose a literacy essential topic to work on for a group project. Each of the literacy essentials is explained in a module on Reading Rockets. (See link below.) You will review the module with your group or independently and then come up with the main ideas you think are important to share with members of other groups who focused on other literacy essentials. You will also identify a lesson or activity that could be used to address that literacy essential in instruction and demonstrate that for the class. You will have a full class session to plan as a group (8/13). Final presentations will be in the last class (9/10). You should prepare a slide deck presentation that can be shared with the rest of the class so they can learn from you and your group what is most essential about your chosen literacy essential.

<https://www.readingrockets.org/teaching/reading101-course/welcome-reading-101>

Policies

Stanford Honor Code. Some of the assignments in this course are collaborative in nature in that you will discuss them with and get feedback from your peers throughout the course. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others' work as your own and plagiarism. Please be sure that you cite others' ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>.

Work Quality. Part of becoming a teaching professional is disciplining oneself to produce high quality written documents. As a teacher, you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at <http://swc.stanford.edu/>.

Students with Documented Disabilities. If you need an academic accommodation, please initiate this request with the Office of Accessible Education (OAE). (Let us know if you need help with initiating this process.) Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for us. Unless you have a temporary disability, Accommodation Letters are issued for the entire academic year. You 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: <https://oae.stanford.edu/>).

Course Schedule

Date	Topics in Class	Readings Due	Assignments/Reminders
#1: Th 8/5	The Foundations of Literacy Instruction	NA	Exit Ticket #1
#2: Th 8/12	The Foundations of Literacy Instruction	• TRW Chapter 1	Exit Ticket #2
#3: F 8/13	Literacy Essentials	https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read	
#4: Th 8/19	Literacy Development	• TRW Chapter 2	Literacy Development and Instruction Assignment Due Exit Ticket #3
#5: Th 8/26	Principles and Practices of Effective Literacy Instruction	• TRW Chapter 3	Exit Ticket #4
#6: Th 9/2	Culturally Responsive and Culturally Inclusive Literacy Instruction	• TRW Chapter 5 (p. 156-170)	Exit Ticket #5 Literacy Observation Assignment Due
#7: Th 9/9	Literacy Instruction for Multilingual Learners	• TRW Chapter 5 (p. 171-184)	Exit Ticket #6
#8: F 9/10	Class Presentations	NA	Literacy Essentials Group Project Due