

EDU 228F: Becoming Literate in School I

Pre-Fall 2023



Instructors

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Office hours by appointment.

Course Description

This course is the first in a three-course sequence, Becoming Literate in School, in 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 Sequence Objectives

See the following link for a full list of the CA Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials that guide the course sequence: [Literacy Standards and TPEs](#).

- Students will develop knowledge of English Language Arts/English Language Development (ELA/ELD) standards and apply this knowledge in planning and implementing instruction to promote print and digital literacy.
- Students will design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills.
- Students will demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the English Language Arts/English Language Development (ELA/ELD) standards and to plan effective and differentiated literacy instruction and appropriate interventions for students as needed.
- Students will examine how language, culture, and beliefs influence literacy and design literacy instruction that incorporates asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices.
- Students will provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

Course Website

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

Course Readings & Media

Below we provide a list of some of the resources we will use in this class. See the course schedule below for specific readings and media that you should read or experience before class each week. Links to course readings and media will be posted on our Canvas page.

Required Reading:

Morrow, L. M., Morell, E. & Casey, H. K. (2023). Best Practices in Literacy Instruction (7th edition). Guilford. [Listed as BP in syllabus.]

<https://www.guilford.com/books/Best-Practices-in-Literacy-Instruction/Morrow-Morrell-Casey/9781462552238>

Other Resources:

CA ELA/ELD Framework:

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

IES Practice Guide on K-3 Foundational Skills:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

IES Practice Guide on K-3 Comprehension:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

IES Practice Guide on Elementary Writing:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

IES Practice Guides on Adolescent Literacy and Intervention:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>

IES Practice Guides on Supporting English Learners:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Attendance and Participation

Your attendance and participation will benefit your learning, contribute to all of our collective learning, and help you internalize coursework—so we're looking forward to seeing you in every class! If something prevents you from being able to attend, please communicate with us in advance. Together, we will discuss a plan for how you can make up the material that you miss. Whatever form of active participation you prefer, we look forward to your contributions to class material and activities in order to make all of our learning time more productive and meaningful.

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 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

Assignment	Points
Class Attendance and Participation	50
Literacy Observation and Reflection	50
Total	100

Look in the section below titled Description of Assignments for descriptions of these assignments. Note that we will talk about the assignments extensively in class so you feel prepared to tackle all assignments. We plan to give extensive feedback on all 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.

Please Note: While assignments are due at the day and time noted on the syllabus, we completely understand that life happens and extensions are available upon request. 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 term. 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.

Class Attendance and Participation

Fifty percent of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. The success of the course activities and your learning will depend upon your preparedness and participation, so please make this your highest priority.

Literacy Observation and Reflection

This assignment will give you the opportunity to apply your evolving knowledge of literacy development and instruction to a classroom observation. You will observe your cooperating teacher conducting a literacy lesson (e.g., a read aloud lesson, a phonics lesson, a comprehension lesson, a writing lesson). Then you will reflect on 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. [Click here](#) for the assignment page describing the assignment in depth and reflection questions.

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:

<https://communitystandards.stanford.edu/policies-and-guidance/honor-code>.

Work Quality

Teachers are often required to produce high quality written documents that effectively communicate information about literacy development and instruction to administrators, other teachers, guardians, or community members. As a teacher, you will write 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 let us know and, if you have not already, please initiate a request for accommodations with the Office of Accessible Education (OAE). (Let us know if you need help with initiating this request.) 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. You can contact them at 650-723-1066 or <https://oae.stanford.edu/>. If you do not have a documented disability and accommodations or other supports would help you in this class, please reach out to us. We will try our best to provide accommodations that will facilitate your learning in and out of class.

Course Schedule

Note that the syllabus is subject to change as needed.

Date	Topics in Class	Readings and Assignments Due
Session 1 8/7 10:30am - 1:30pm	Literacy: Theories, debates, and definitions Part 1	No readings/ media due.
Session 2 8/14 3:15 pm - 6:00 pm	Literacy: Theories, debates, and definitions Part 2	BP Foreword and Chapter 1: Current issues and best practices in literacy instruction
Session 3 8/21 3:15 pm - 6:00 pm	Promoting Social Justice and Equity in Literacy Instruction ¹	Charity Hudley et al. (2023) Article 1 AND Article 2 AND Read Muhammad (2022) Chapter 2 OR Listen to the Mindshift podcast
Session 4 8/28 3:15 pm - 6:00 pm	Literacy Development and Instruction Part 1	BP Chapter 4: Best practices in early literacy AND Stages of Literacy Development
Session 5 9/5 12:30 pm - 2:30 pm	Literacy Development and Instruction Part 2	BP Chapter 5: Best practices for literacy in the intermediate and middle grades
Session 6 9/11 3:15 pm - 6:00 pm	Supporting Literacy for Multilingual Learners ²	BP Chapter 2: Best practices to promote equity and social justice AND BP Chapter 16: Best practices to support the literacy development of bilingual learners
Session 7 9/18 3:15 pm - 6:00 pm	Supporting Literacy for Students with Learning Differences including Dyslexia and Dysgraphia	BP Chapter 17: Best practices to change the trajectory of students experiencing reading difficulties https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

¹ Guest Speaker: Dr. Anne Charity-Hudley (<https://ed.stanford.edu/faculty/acharity>)

² Guest Speaker: Doctoral Student Jackelyn Rivera-Orellana (<https://www.linkedin.com/in/jackelyn-orellana-0109093b>)