

EDUC 228G: Becoming Literate in School

Spring, 2018 ~ CERAS 204



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Course Description

This course is the third of the three-course series, *Becoming Literate in School*, designed for the STEP Elementary program. BLIS 3 explores theories and practices related to critical literacy instruction. Candidates explore these theories and practices through a variety of experiences, including discussion, in-class simulations, lesson planning, and reflecting with colleagues.

Big Ideas of Course:

- Critical literacy involves having a critical perspective on teaching/learning
- Texts are never neutral
- Students learn best when *what* they are learning (curricular topics, issues, questions) has importance in their lives
- Reading and writing texts can provide opportunities for critique and transformation
- Multimedia/digital literacy practices provide particularly valuable opportunities to make meaning, narrate personal experience and engage in social critique

Course Website

The course website will be housed on the BLIS 3 (EDUC 228G) Canvas site.

Attendance and Participation

We expect you to attend every class. If something prevents you from doing so, please communicate with us in advance. Together, we will discuss a plan for how you can make up the material that you miss. *Missing two or more classes may result in a grade reduction.* We also expect active participation, taking into account that this looks different for different people. Whatever form of active participation you prefer, we expect you to attentively and intentionally engage with the class material and activities.

Course Readings

All readings will be posted on Canvas.

Grading

All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor *prior* to the day that the assignment is due. If no such arrangement is made, the assignment may be given a reduced grade.

Grades will be based on the following:

Class attendance/participation	45%
Critical Literacy annotation & reflection	30%
Group presentation	20%
Balanced literacy components	5%

About Assignments

Expectations:

Stanford Honor Code. Most of the assignments in this course are collaborative in nature. 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/>.

Assignments:

Preparation for class. Forty-five 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, so please make this your highest priority.

Critical literacy lesson and reflection. This assignment will give you an opportunity to apply some of the theories and practices of critical literacy to your own instruction. You will design, teach, videorecord, and reflect on a critical literacy lesson that relates to at least one Big Idea in the course (listed on page 1 of syllabus). You will submit a draft of this lesson to Erika/Kristin at least one week before you plan to teach it. You will then submit a 10-minute clip, with an accompanying reflection in which you address what you learned from this teaching lesson, and

why/how you might (or might not) continue to explore these Big Ideas in your own classroom next year. More detailed information will be provided in a separate assignment sheet.

Group presentation: As a group, you will read several articles on a particular literacy topic and discuss them. You will then collaboratively prepare a class activity (related to reading, writing, or both) and a handout that explains or expands upon the modeled instruction in a memorable way. You will assemble a list of texts (a text set) that could be used in relation to this instructional theme, providing a short précis of each. Literacy topics are listed on the next page, so feel free to begin considering which topics might be of most interest to you. You will finalize your topic/group during the first class.

Balanced literacy components: During BLIS 2 and 3, we introduced you to the key components of balanced literacy. However, we spent time on some components more than others. Similarly, you may have seen vivid examples of some components in your placements but still wish to see other components “in action” before the year is over. Therefore, in this brief assignment, you will choose 2 of the 8 components that you wish to learn more about. Here are the options:

- Reading Components: Guided reading, shared reading, interactive read-alouds, independent reading
- Writing Components: Guided writing, shared writing, interactive writing, independent writing

You then have the choice to either **a)** Review/watch resources (video clips, explanations, etc.) for each component located on Canvas or **b)** Identify a teacher whose practice includes one/two of these components and observe a segment of that teacher’s literacy instruction or **c)** review resources for one component and observe live instruction of the other component. After completing one of these three options you will submit a short written reflection (~2 paragraphs) on each component. Detailed instruction with reflection questions will be provided in a separate assignment sheet.

Literacy Topics for Group Presentations:

** If there is another literacy topic about which a small-group is extremely interested in reading and presenting, let Erika/Kristin know by Wednesday, April 4th.

Topic 1: Drama in the elementary

classroom: Embodying literacies [Presented 4/26]

- Whitmore, K. Becoming the Story in the Joyful World of "Jack and the Beanstalk".
- Dyson, A. The Ninjas, the X-Men, and the Ladies: Playing with Power and Identity in an Urban Primary School.
- Edmiston, B. Going up the Beanstalk: Discovering giant possibilities for responding to literature through drama.

Topic 2: Reading and writing picturebooks with children [Presented 5/3]

- Sipe, Talking back and talking over: Young children's expressive engagement during picturebook readalouds
 - Roser, Maloch, and Bomer (2012). "Looking, Thinking, Talking, Reading, Writing, Playing...Images", Language Arts.
 - Zapata, A. et al. Bilingual Picturebook Making in the Elementary School Classroom
 - Pappas, C. et al. Research Directions: Multimodal Books in Science-Literacy Units: Language and Visual Images for Meaning Making
- ** Optional reference material you might find helpful: Tunnell, Jacobs, Young & Bryan (2012). Picture Books.

Topic 3: Reading and writing graphic novels [Presented 5/3]

- Brozo, Moorman & Meyer (2009). Graphic novels: Youth media for the content classroom. In *Wham! Teaching Graphic Novels across the curriculum*.
- Lapp, Wolsey, Fisher and Frey (2011/2012) Graphic novels: What elementary teachers think about their instructional value
- Graphic novels in the classroom: A teacher roundtable.
Posted at: <https://www.cultofpedagogy.com/teaching-graphic-novels/>
- If you're interested in learning more about how to help students write graphic novels, check out: Get graphic! Using storyboards to write and draw picture books, graphic novels, or comic strips.
Available in Cubberley library (LB1576.T535 2010).

Topic 4: Participatory action research in the literacy classroom [Presented 5/10] Note: These readings focus on how teachers can help their students conduct inquiry into relevant and meaningful topics in their day-to-day lives.

- Serebrin, W. & Wigglesworth, C. Loving "Killdeer Pond": The Multiple Signs of Children's Inquiry
- Burke, K. & Greene, S. Participatory Action Research, Youth Voices, and Civic Engagement
- Lynn Gatto, "Lunch Is Gross": Gaining Access to Powerful Literacies

Topic 5: Disciplinary Literacy (Reading/writing across subject areas) [Presented 5/17]

- Brock., C., Goatley, V., Raphael T., Trost-Shahata, E. Disciplinary Literacy in Elementary Classrooms. *Engaging Students in Disciplinary Literacy, K-6*, Ch.
- Brock., C., Wiest, L., Goatley, V., Raphael T., Trost-Shahata, E., Weber., C. Reading Within and Across Texts (Ch 3)
- Goatley, V., Crowther, D., Pennington, J., Brock., C., Raphael, T., Weber., C. Writing Within and Across Texts (Ch 4)

	Date Time	Topics	Readings	Assignments Due
1	April 5 th 3-5:50	Introduction to critical literacy	Vasquez, V. (2010). Setting the context: A critical take on using books in the classroom. Luke, A. (2012) Critical Literacy: Foundational Notes, <i>Theory Into Practice</i> , 51(1), 4-11.	Sign up for presentation group
2	April 12 th 3-5:50	Using children's literature to unpack social issues	Lewison, Leland, Flint, Muller (2002). "Dangerous Discourses: Using Controversial Books to Support Engagement, Diversity & Democracy." <i>New Advocate</i> , 15(3), 215-226. Bersh, L. (2013). "The Curricular Value of Teaching about Immigration through Picture Book Thematic Text Sets." <i>Social Studies</i> , 104 (2), p. 47-56. * Read closely p. 47- 50. The rest you may read now or save for future reference.	
3	*Tues , April 17 th * 3-5:50	Writing for Social Action	Bomer., R. & Bomer, K. (2001). Chapter 7: Noticing the world: Writers notebooks as tools for social critique. Bomer., R. & Bomer, K. (2001) Chapter 8: Writing for social action: Collaborating on texts for public purposes.	Balanced literacy components assignment due
4	April 26 th 3-5:50	Digital texts in the literacy classroom: Writing	Damico, J. (2006). Exploring Freedom and Leaving a Legacy: Enacting New Literacies with Digital Texts in the Elementary Classroom. <i>Language Arts</i> , 84 (1). 34-44. Husbye et al. (2012). Critical Lessons and Playful Literacies: Digital Media in PK–2 Classrooms. <i>Language Arts</i> , 90(2), 82-91. Emert, T. (2014). Interactive Digital Storytelling with Refugee Children. <i>Language Arts</i> , 91(6), 401-415.	Group Presentation 1

5	May 3 rd 3-5:50	Digital texts in the literacy classroom: Reading and Researching	<p>Teaching Tolerance: Digital Literacy Framework (1-pg)</p> <p>Teaching Tolerance: Lesson Plan: Evaluating Reliable Sources https://www.tolerance.org/classroom-resources/tolerance-lessons/evaluating-reliable-sources</p>	Group Presentations 2 & 3
6	May 10 th 4:15-5:50	English Language Variation in the literacy classroom	Dyson, A & Smitherman, G. (2009) The Right (Write) Start: African American Language and the Discourse of Sounding Right.	Group Presentation 4
7	May 17 th 4:15-5:50	Key Themes of BLIS	No readings	Group Presentation 5
** Critical Literacy Lesson Plan due 1 week before teaching for feedback ** Critical Literacy Video Clip & Reflection due by June 1st				