

EDUC 228G: Becoming Literate in School Spring, 2019 ~ CERAS 204



Dr. Erika Moore Johnson
CERAS 311
erikamj1@stanford.edu
Office hours by appointment

Kristin Keane
Barnum 211
knkeane@stanford.edu
Office hours by appointment

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 instruction draws upon students' *personal and cultural resources*
- Critical literacy instruction requires engagement in *critical literacy practices*
- *Multimedia/digital literacy practices* provide particularly valuable opportunities for teachers/students to draw on personal/cultural resources and engage in critical literacy practices

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 instructors *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, preparation, participation	40%
Critical Literacy lesson & reflection	40%
Group presentation	20%

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 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, video-record, 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 and full video, 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.

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 3rd.

Group/Topic 1: Drama in the elementary classroom: Embodying literacies [Present 4/18]

- 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.

Group/Topic 2: Reading and writing picturebooks with children [Present 4/25]

- Sipe, Talking back and talking over: Young children's expressive engagement during picturebook read alouds.
 - 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.

Group/Topic 3: Reading and writing graphic novels [Presented 5/2]

- 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).

Group/Topic 4: Participatory action research in the literacy classroom [Present 5/9] 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

Group/Topic 5: Disciplinary Literacy (Reading/writing across subject areas) [Present 5/16]

- 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 4 th 3-5:50	Introduction to critical literacy Using personal & cultural resources to organize literacy instruction	Luke, A. (2012). Critical Literacy: Foundational Notes, <i>Theory Into Practice</i> , 51(1), 4-11. Lewison, Leland, Harste (2015). Chapter 1: Why Do We Need an Instructional Theory of Critical Literacy. Campano (2005). The Second Class: Providing Space in the Margins	Survey (online, before class) Sign up for presentation group (in class)
2	April 11 th 3-5:50	Disrupting the Commonplace	Labadie, Mosley, Rogers (2012). Opening Spaces for Critical Literacy: Introducing Books to Young Readers Kleekamp & Zapata, (2019). Interrogating Depictions of Disability in Children's Picturebooks Social Justice Books (2019). Guide for Selecting Anti-bias Children's Books	
3	April 18 th 3-5:50	Exploring Multiple Viewpoints	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. Marshall (2017) Counter-Storytelling through Graphic Life Writing	Group Presentation 1
4	April 25 th 3-5:50	Focusing on the Sociopolitical	Lewison, Leland, Flint, Muller (2002). Dangerous Discourses: Using Controversial Books to Support Engagement, Diversity & Democracy. <i>New Advocate</i> , 15(3), 215-226. Literature Response Strategies. From <i>Teaching Children's Literature: It's Critical!</i> Pg. 219-246	Group Presentation 2
5	May 2 nd 3-5:50	Taking Action to Promote Social Justice	Bomer., R. & Bomer, K. (2001). Chapter 7: Noticing the world: Writers notebooks as tools for social critique.	Group Presentation 3

			Bomer., R. & Bomer, K. (2001). Chapter 8: Writing for social action: Collaborating on texts for public purposes.	
6	May 9 th 3-5:50	Writing digital texts to develop critical literacy practices	<p>EVERYONE READS: 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.</p> <p>Wood & Jocius (2014). Beyond Fun and Games: Using an iPad as a Tool for Critical Response</p> <p>THEN, CHOOSE 1: Husbye et al. (2012). Critical Lessons and Playful Literacies: Digital Media in PK–2 Classrooms. <i>Language Arts</i>, 90(2), 82-91.</p> <p>Emert, T. (2014). Interactive Digital Storytelling with Refugee Children. <i>Language Arts</i>, 91(6), 401-415.</p>	Group Presentation 4
7	May 16 th 3-5:50	Reading and researching with digital texts to develop critical literacy practices Sharing of critical literacy lessons	<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 Presentation 5

**** Critical Literacy Lesson Plan due 1 week before teaching for feedback**

**** Teach Critical Literacy Lesson between May 13th – May 31st**

(Candidates working in SFUSD should check in with Erika/Kristin to arrange an earlier timeline)

**** Critical Literacy Video Clip due by June 1st**

**** Critical Literacy Reflection due by June 7th**