Stanford Teacher
Education Program

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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, multimodal, and home literacies. Candidates explore these theories and practices through a variety of experiences including discussion, simulations, planning, and reflecting with colleagues.

This course builds on methods of literacy practices explored in BLIS 1 and 2 (such as read aloud, shared reading, guided reading and reading workshop—among others) and investigates the ways these methods can be centered on critical literacy components (disrupting the commonplace, interrogating multiple viewpoints, focusing on the sociopolitical and taking action to promote social justice) through text selection, text-based discussion, multimodal and digital resources, and home literacy connections.

At the conclusion of the course, candidates will:
- *develop an understanding of critical literacy and learn ways to embed and routinize them into existing literacy practices*
- *familiarize themselves with the ways multimedia and digital practices, text-based discussions, and text selection can support literacy instruction*
- *gain perspectives on multimodal literacies and learn ways to support children in reading in ways that extend beyond exclusively print-based texts or perspectives*
- *build a toolbox of instructional resources to support bringing critical literacies into text-based discussions, classroom libraries/text selection, multimedia enhancements, and home literacy*

Course Website

The course website will be housed on the BLIS 3 (EDUC 228G) Canvas site, organized into weekly modules that will guide candidates on how to prepare for our sessions together. Modules will be published a week in advance of the next session, and will provide links to readings and guiding questions for the week's topics, along with other resources and types of texts to explore. You do not need to purchase a book for the course but you will need a device with internet connection to access the Zoom platform for our sessions together. As pursuant with University policy, students are not permitted to record class meetings without instructor permission. For a full explanation, please visit: https://library.stanford.edu/using/copyright-reminder/common-situations/recording-broadcasting-courses

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.

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, please make arrangements with the instructors before that the assignment is due. We provide a description of these assignments later in this syllabus, and we will talk about them in class so you will feel prepared for all assignments. This course is graded as Satisfactory/No Credit, based on completion of these assignments:

- Class attendance/participation
- Critical Literacy Toolbox Emergent Plans
- Critical Literacy Toolbox Virtual Workshop
- Critical Literacy Toolbox
- Critical Literacy Toolbox Presentation

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.

Students with Documented Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. The letter will indicate how long it is to be in effect. Students 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: http://oae.stanford.edu).

Assignments

Class attendance/preparation for class*. Thirty-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 Literacies Toolbox. This assignment will give you an opportunity to apply some of the theories and practices of critical literacy and prepare you with resources you can use in your current placements and future teaching.

For this assignment, you will choose a topic—either something relevant to your current teaching space or one you feel passionate about teaching in the future—to build a set of resources to help you explore that topic with children in a critical literacy-oriented way. This topic could be related to history and social studies content and standards such as teaching about neighborhoods (kindergarten) or settling colonies (5th grade), or it can address a social issue like bullying or ableism.

If you choose, you may partner with up to three other candidates to explore a shared topic of interest. For the assignment, you will design a toolbox for teaching that topic to children including a potential text set, discussion questions, additional resources for educators to support teaching that topic, a relevant digital component, a written memo of why this should be taught, what literacy practices it will be situated within, how it will be differentiated to address universal design for learning principles, and how home connections will be made during the course of the learning segment. A course assignment handout will be provided before the first session with more details and guidelines and session #6 will be used to check-in and share emergent plans.

Presentation: In our final session together as a class (May 21st) you (and your group members if you elect to partner up) will present your toolbox to the class by preparing a class activity (related to your topic) and a handout which briefly describes your topic and who its relevant for, the text set, relevant digital component, what literacy practices it is situated in, and potential home connections.

Due Dates:
April 16th, 3:00pm
> Record your topic choices and emergent plans for the Critical Literacies Toolbox on the Assignments Calendar

May 14th, in-class
> Share and workshop emergent plans for your Critical Literacies Toolbox

May 21st, 3:00pm
> Submit Critical Literacies Toolbox and present in session

	Date Time	Topics	Readings

1	April 9th 3:00-4:30	Module #1: Critical literacy	Foundational readings: Luke, A. (2012). Critical Literacy: Foundational Notes, Theory Into Practice, 51(1), 4-11. Campano (2005). The Second Class: Providing Space in the Margins Additional reading assignments and preparatory notes in Module #1 on Canvas
2	April 16th 3:00-4:30	Module #2: Text selection in the critical literacy classroom	Foundational reading: Social Justice Books (2019). Guide for Selecting Anti-bias Children's Books Additional reading assignments and preparatory notes in Module #2 on Canvas
3	April 23rd 3:00-4:30	Module #3: Leading critical literacy-oriented text-based discussions	Foundational reading: Lewison, Leland, Flint, Muller (2002). Dangerous Discourses: Using Controversial Books to Support Engagement, Diversity & Democracy. New Advocate, 15(3), 215-226. Additional reading assignments and preparatory notes in Module #3 on Canvas
4	April 30th 3:00-4:30	Module #4: Using multimedia and digital literacy to support literacies	Foundational readings: Damico, J. (2006). Exploring Freedom and Leaving a Legacy: Enacting New Literacies with Digital Texts in the Elementary Classroom. *Language Arts*, 84 (1). 34-44. Teaching Tolerance: Digital Literacy Framework Additional reading assignments and preparatory notes in Module #4 on Canvas
5	May 7th 3:00-4:30	Module #5: Making connections between in-school literacy learning and home	Foundational reading: Taylor, Nicole (2017). Promoting Family Literacy Through Connections, Context and Curriculum Additional reading assignments and preparatory notes in Module #4 on Canvas

6	May 14th 3:00-4:30	Group workshop time and online check-ins with Nikki and Kristin to prepare for upcoming assignment submission and presentation	Reading time this week should be dedicated to familiarizing yourself with the materials for your Critical Literacy Toolbox
7	May 21st 3:00-4:30	Module #6 Multimodal literacies: broadening the scope of literacy	Foundational readings: Serafini, Frank. Reading the Visual: An Introduction to Teaching Multimodal Literacy. New York, NY, Teachers College Press, 2014. (Selections)