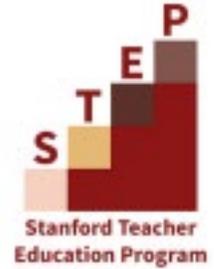


ED 228G: Becoming Literate in School II
Spring 2022
Mondays, 3:15 - 6pm



Instructors

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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, 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.

Course Objectives

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

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

Course Readings

Readings will be posted online to our Canvas

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

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. Major assignments are as follow:

Assignment	Points
Class Attendance and Participation	30
Critical Literacy Toolbox Assignment	
• Critical Literacy memo	40
• Critical Literacy handout	30
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. 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.

Class attendance/preparation for class. Thirty 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. [Click here](#) for the course assignment handout that we will discuss with more details and guidelines. Session #5 (3/28) will be used to share and workshop emergent plans.

Before our final class time on April 18th you (and your group members if you elect to partner up) will upload your handout in a designated folder. In our final session together as a class community (April 18th) we will celebrate and share feedback as we review the handouts that were created.

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. 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/>). Even 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 are here to help.

Course Schedule

Date	Topics in Class	Readings Due	Assignments/Reminders
Class 1: 2/7	Critical Literacy Standards Syllabus & Assignment Overview	N/A	
Class 2: 2/14	Text Selection, Complexities, & Qualities Text Sets	Social Justice Books (2019). Guide for Selecting Anti-bias Children’s Books Children’s Picture Book (TBA)	Critical Literacies Toolbox topic due
2/21 Holiday - No Class			
Class 3: 2/28	Leading critical literacy-oriented text- based discussions	McElhone, D. (2014). Text Talk: Engaging Readers in Purpose Discussions. International Reading Association	
Class 4: 3/7	Using multimedia and digital literacy to support literacies	Wood, S. & Jocius, R. (2014). Beyond Fun and Games: Using an iPad as a Tool for Critical Response. <i>The Reading Teacher</i> , 68 (2). 129 – 133.	
3/14 & 3/21 No Class			
Class 5: 3/28	Making connections between in- school literacy learning and home Group Workshop Time	Taylor, Nicole (2017). Promoting Family Literacy Through Connections, Context and Curriculum	Emergent Plans for Critical Literacies Toolbox to share for workshop time
Class 6: 4/4	Multimodal literacies: broadening the scope of literacy	Serafini, Frank. Reading the Visual: An Introduction to Teaching Multimodal Literacy. New York, NY, Teachers College Press, 2014. (Selections)	
Class 7: 4/11	Panel Group Work Time		
Class 8: 4/18	Presentations		
5/2	No Class	Critical Literacies Toolbox Memo	