EDU 228G: Becoming Literate in School III
Winter 2024
Mondays, 3:15 - 6pm

Instructors

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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 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.

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 Sequence Objectives

The California Literacy Standards and TPEs (abbreviated below) guide this course sequence.

- 7.1 Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards.
- 7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; Multi-Tiered System of Support; and Dyslexia Guidelines.
- 7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction including translanguaging.
- 7.4 Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; and based on students' assessed learning strengths and needs.
- 7.5 Foundational Skills. Develop students' skills in phonemic awareness; phonics; and text reading fluency, through instruction that is structured and organized as well as direct, systematic, and explicit.
- 7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension.

- 7.7 Language Development. Promote students' oral and written language development by attending to vocabulary, syntax, and discourse as students read, listen, speak, and write with comprehension and effective multimodal expression.
- 7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions.
- 7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways.
- 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.
- 7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction.

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

Assignments	Points
Class Attendance and Participation	25
Critical Literacy Toolbox Assignment	
Critical Literacy Toolbox Handout	42
Critical Literacy Toolbox Memo	33
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 a brief description of assignments. We will discuss the assignment in depth in class. 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. [Click here](#) to access the assignment page with detailed information.

Class Attendance and Participation

Twenty-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 and participation, 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 and your colleagues 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 such as 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 text set, discussion questions, a writing prompt, 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 #4 (2/12) will be used to share and workshop emergent plans.

Before our final class time on March 4th, you (and your group members if you elect to partner up) will upload your handout into [this designated folder](). In our final session together as a class community (March 4th) we will celebrate and share feedback as we review the handouts that were created. The Critical Literacy Toolbox Memo will need to be uploaded to Canvas by 11:59 pm on March 11th.

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 1/22 3:15 pm - 6:00 pm	Critical Literacy and Syllabus & Assignment Overview	No readings/media due.
Session 2 1/29 3:15 pm - 6:00 pm	Digital Literacy and Text Sets	BP Ch 15 Best practices in Digital Literacy and Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking text sets to support knowledge building and interdisciplinary learning. *The Reading Teacher*, 72 (4), 513 - 524. https://doi.org/10.1002/trtr.1869
Session 3 2/5 3:15 pm - 6:00 pm	Leading Text Based Discussions and Writing about Texts	BP Ch 3 Best Practices for Motivating Students to Read
Session 4 2/12 3:15 pm - 6:00 pm	Multimodal and Multiliteracies Final Project Workshop	Serafini, Frank. Reading the Visual: An Introduction to Teaching Multimodal Literacy. New York, NY, Teachers College Press, 2014. Forzani, E. E. and Ly, C. N. (2022). Beyond multimodal to multiplicity: Developing more equitable and relevant literacy learning spaces for young children. *The Reading Teacher*, 0 (0), 1 - 10. https://doi.org/10.1002/trtr.2087
Session 5 2/26 3:15 pm - 6:00 pm	Engagement and Home-School Connections	BP Ch 21 Best Practices for Home, School, and Community Partnerships: Collaborating for Social Justice and Equity
Session 6 3/4 3:15 pm - 6:00 pm	Teaching Literacy: A call to action and Critical Literacy Toolbox Handout Presentations	BP Afterword Teaching Literacy in the Dystopia of Now: A Call to Action Critical Literacy Toolbox Hand Out
Critical Literacy Toolbox Memo is due by 11:59 pm on March 11th.		