



**ED 289: The Centrality of Literacies in Learning & Teaching**  
**Summer 2018**  
**Monday-Thursday, July 16 - August 2, 3:00 p.m.-5:50 p.m.**  
**CERAS 300**

### Instructors

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### What's This Course About?

Literacies—the ways we read, write, communicate—define how we make meaning of the world around us. Literacies and their enactment are innate, political, and too often invisible in the instructional approaches that guide classroom pedagogy. Through a research-based foundation, this course is designed to build a socio-cultural grounding in how literacies are enacted and supported both in secondary classrooms and in out-of-school settings. How we read textbooks, how we produce content in classrooms, how we socialize with peers via mobile devices, and how we literally navigate moving through local communities are all determined by our literacy practices and the kinds of cultural identities we bring to bear on the world. Grounding our classroom instruction around the underlying role of literacies and how they intersect with the subject areas we may teach is fundamental to how this course is designed.

There are three questions that guide what we read, discuss, and do in this class:

1. What are contemporary literacies?
2. How do they play out in your classroom?
3. How do you support students in their reading, writing and communicative practices?

By the end of this course we expect you to demonstrate an expansive understanding of contemporary literacies, their application in your classroom, and how to support students in their reading, writing, and communicative practices. Doing this requires interrogating the centrality of literacies in your development as a member of today's society and in the shaping of your teaching subject area. This also requires surfacing and understanding your own positionality vis-à-vis race, class, gender and other forms of both visible and invisible privilege carried into your own learning communities.

Finally, we want to recognize the natural discomfort that often comes with learning. Moving toward a new understanding of literacies and our engagement with the world via sociocultural practices of

communication, production, and embodiment will feel different for each of us in this class. We are asking you to do the personal reflection and analysis to recognize your own learning needs in this class as well as to support others who are participating in similar yet different trajectories of learning.

### **Course Materials:**

The majority of the readings and materials for this course will be available through the course Canvas page. In addition to these texts, we will be using Twitter for professional collaboration in this class. You will be required to publicly tweet during moments of this class - you are welcome to create a dummy account for these activities that does not have your name and that you deactivate once the course ends if that is preferable for you. **Prior to the first day of class, please have a Twitter account activated and prepared to use in class.**

### **Course Expectations:**

In *Teaching Community: A Pedagogy of Hope*, bell hooks (2003) emphasizes the value of:

Teaching students to be fully present, enjoying the moment, the Now in the classroom without fearing that this places the future in jeopardy: that is essential mindfulness practice for a true teacher. Without a focus on the “Now” we can do the work of educating in such way that we draw out all that is exquisite in our classroom, not just now and then, or at special moments, but always. (p. 173)

In our collective effort of drawing out “all that is exquisite” in our short time in this class together, we are asking you to commit to the following course expectations:

- **Authentic engagement** - Engaging with the texts, discussions, and activities in this class means being fully present. This includes committing to questioning and examining what is being shared and doing the intellectual heavy-lifting of attempting to bridge the theoretical texts in this class with your own content area.
- **Regular attendance and participation** - Apropos of the point above, you cannot engage with the ideas of this class without being present and participating (while also ensuring that you are giving space for others to also participate). We expect you to participate in every class and to be fully present for the entire duration of the class. Note: Absences are for major illness or family emergencies only. In such instances, students are responsible for contacting instructors at least 24 hours before class and completing any work missed due to absence.
- **Enter class having fully read all readings for the day** - Reading (as both an activity you will complete *for* this class and as a topic of inquiry *within* this class) is a complex beast. Please see our explanation of what reading for this class means below.
- **Complete all activities fully** - This means not simply that your work is *done* but that it is completed with the dignity and thoughtfulness you will expect of your own students.
- **Commitment to digital professionalization** - We *will* be using digital tools in this class. However, when they are not central to our learning, we are expecting you to set them aside and check in with friends, colleagues, and the ever-beckoning internet during breaks.
- **Center care and advocacy** - In your actions as a participant in this learning community, consider how you are caring for your own needs and those of your classmates. When necessary, we expect you to advocate on your and their behalf.

Adhering to the course expectations delineated above as well as upholding the norms related to respect and care developed within our class will help sustain a model of professionalization we expect you to carry into your teaching career. It will also mean earning an A in this course. (We will also discuss grading expectations and our model on the first day of class.) In the event that we feel you are not meeting the expectations above we will meet with you to discuss how to address our concerns. Please do not hesitate to talk to any of us about any concerns related to your performance in the class.

Finally, we want to remind you to review the Stanford honor code related to academic integrity found here: <https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>

### **Students with Documented Disabilities:**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

### **What does it mean to “read” for this course?**

As the organizers of this course, we recognize that your STEP schedule is a busy one. We have chosen the readings for this class deliberately. Though the pace of the class is brisk, we have tempered the list of expected readings to a distilled emphasis on the texts we believe will best suit you for strongly supporting the literacies needs of students in your classrooms both as a pre-service teacher and, later, as a career-long educator. As such, we expect you to come to class having completed a full, *active* read of your text. This means:

- Highlighting or annotating key passages that feel particularly meaningful and relevant for your pedagogy - **please come to class with at least two passages (a sentence or two in length) for each reading that you are ready to share and discuss.**
- Questioning the purposes, goals, or applications of the reading - **please come to class with at least one written question for each text you read related to how a specific concept, idea, or theme applies to your own content area.**
- Acknowledging areas of struggle in your own sociocultural background as a reader - **please come to class prepared to share any moments that you struggled with in terms of understanding or connecting with the texts in this class**

**Schedule of Readings and Assignments (Note: This schedule is subject to change):**

Day	Theme + Activities	Readings to Be Discussed
1. M 7/16	<b>Defining Literacies &amp; Critical Literacy</b>  <b>In class:</b> Defining literacies Norm setting #Schmiteracies chat 1	<input type="checkbox"/> Freire & Macedo - Literacy Ch. 1 & 3 (14 pages)  Supplemental <input type="checkbox"/> Freire & Macedo - Literacy Ch. 3, 6 (16, 21 pages)
2. T 7/17	<b>Transformative &amp; Personal Literacy Practices</b>  <b>In class:</b> Gallery walk	<input type="checkbox"/> Haddix, Garcia, Price-Dennis - Youth, Pop Culture, Media (14 pages) <input type="checkbox"/> Camangian - Starting with Self (24 pages)
3. W 7/18	<b>Talk, Language, &amp; Power</b>  <b>In class:</b> Aukerman - Key Dimensions (1 page)	<input type="checkbox"/> Delpit - The Silenced Dialogue (18 pages) <input type="checkbox"/> Paris - "You Rep What You're From" (pp 126-131; 161-162)
4. Th 7/19	<b>Assessment &amp; Reading</b>  <b>In class:</b> Reading Interventions Autoethnography Development	<input type="checkbox"/> Beers - When Kids Can't Read Ch. 3-4 (38 pages)
5. M 7/23	<b>Policy &amp; Standards</b>  <b>Due to Canvas before class:</b> <input type="checkbox"/> Autoethnography  <b>In class:</b> #Schmiteracies Chat 2	<input type="checkbox"/> Newkirk - Speaking back to the Common Core (7 pages) <input type="checkbox"/> CCSS ELA standards (5 pages+)
6. T 7/24	<b>Participation &amp; Connected Learning</b>  <b>In class:</b> <input type="checkbox"/> Mid-Course Eval	<input type="checkbox"/> Ito et al. - Connected Learning <input type="checkbox"/> Garcia - Teaching in the Connected Learning Classroom introduction (5 pages)
7. W 7/25	<b>Out of School Literacies</b>	<input type="checkbox"/> Yosso - Whose Culture Has Capital (14 pages)

	<b>In class:</b> <input type="checkbox"/> Asset Mapping <input type="checkbox"/> Textual Remix	
8. Th 7/26	<b>Computational Literacies</b>  <b>In class:</b> <input type="checkbox"/> Interactive Fiction	<input type="checkbox"/> 80 Days: interactive fiction game on iOS <input type="checkbox"/> Case - <a href="#">Coming Out Simulator</a> <input type="checkbox"/> Anthropy - Rise of the Videogame Zinesters
9. M 7/30	<b>Writing &amp; Power</b>  <b>Due to Canvas before class:</b> <input type="checkbox"/> Student interviews	<input type="checkbox"/> Stuckey - Violence of Literacy <input type="checkbox"/> Peckham - Going North Thinking South (14 pages)
10. T 7/31	<b>Critical Media Literacy &amp; Tools</b>  <b>To be completed in class:</b> <input type="checkbox"/> Digital Tool Diagnostic <input type="checkbox"/> #Schmitteracies chat 3	<input type="checkbox"/> danah boyd - <a href="#">What Hath We Wrought?</a> (59 minutes) <input type="checkbox"/> Noble - Algorithms of Oppression (14 pages) <input type="checkbox"/> Darling-Hammond, Zielezinski, and Goldman - Using Technology to Support At-Risk Students' Learning (16 pages)
11. W 8/1	<b>Content Area Literacies</b>  <b>Due to Canvas:</b> <input type="checkbox"/> Planning Reflection	<input type="checkbox"/> Wolf - Reading Reconsidered
12. Th 8/2	<b>Hope &amp; Looking Ahead</b>  <b>To be completed in class:</b> <input type="checkbox"/> Literacies Envisioning Assignment	<input type="checkbox"/> Kirkland - Search Past Silence (28 pages)

**Key Activities (All assignments take place or are due on the date listed - further instructions will be provided in class and on Canvas):**

- **Twitter Chats - to be completed in class**

- **Literacies Autoethnography - Due 7/23 via Canvas** - This assignment asks you to reflect on the role of literacies in your development as an educator and—more specifically—as a developing expert in your specific content area.
- **Asset Map - to be completed in class** - Inventory of resources within current classroom, skills, assets, and community attributes for constructing content-area literacies. Include 3 possible instructional resources, plans, and possible pressure points
- **Planning Reflection- Due 8/1 via Canvas** - You will develop a lesson plan related to literacies & text integration. You will consult with a teacher in the school you are currently in and describe how your conversations with teachers and students informs your instructional decisions (this activity builds on asset mapping and student interviews).
- **Student interviews - Due 7/30 via Canvas** - You will record and transcribe an interview with 2 students learning about their in- and out-of-school literacy practices and identities. Turn in highlights from the interview and connections to your own pedagogical practices both a transcript of the interview and explication highlighting what you learn.
- **Digital Tool Diagnostic - to be completed in class** - In small groups, you will identify a digital literacy tool and share sample class-specific activity for utilizing this resource.
- **Envisioning Assignment - to be completed in class** - Building on your autoethnography, asset mapping, interviews, and facilitation you will develop a plan for supporting student reading, writing, and dialogue as you prepare for student teaching. This activity will specifically ask you to develop supports to self-check and holding yourself and critical friends accountable to the criticality of literacies in your growth as an educator.