



ED 289: Civic Literacies in Learning & Teaching Summer 2022

Instructors

Antero Garcia (he/him/his) - antero.garcia@stanford.edu, @anterobot
 Rita Kamani-Renedo (she/her/hers) - rkamani@stanford.edu, @educadoranyc
 Rubén González (he/him/él) - rugonzal@stanford.edu, @_rugonzalez
 Kristen (she/they) - kjax@stanford.edu, @misskayjax

3:15-6:00 pm

Office Hours by appointment.

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.

At the same time, literacies are *always* tied to the sociopolitical world around us. They are the fundamental means through which we engage in civic action and discourse. This class will intentionally explore civic discourse—particularly within the context of today's sociopolitical climate—and what civic literacies look like across all content areas.

We are particularly cognizant that this class takes place amidst another, just as urgent, reckoning within the U.S. We are collectively confronting dispositions, policies, and myriad legacies that benefited from and supported violent antiBlackness, anti-indigeneity, and racist sentiment. Here literacy has been at the forefront of how insidious forms of violence have oppressed generations of families and communities. And here, too, literacy is also at the heart of how we might collectively engage in classroom practices that are moving toward liberation.

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

1. What are contemporary literacies?
2. How do literacies intersect with the civic lives of teachers and students?
3. How do such civic literacies play out in your classroom?

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 sociopolitical development. 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 civic 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.

An Invitation:

Through encouragement and support from the Stanford Office of the President, this course is launching a pilot opportunity to support STEP students interested in further developing contexts for civic discourse and innovation within their classrooms. We will hold monthly meetings after this class concludes, providing participating STEP students with food, books, and a small stipend. Participation in this additional opportunity is entirely voluntary and will have no bearing on your course grade. More information will be shared in class.

Course Materials:

All 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. We know this looks different in virtual and asynchronous settings. We'll be collectively exploring what this engagement looks like for ourselves and also reflecting on how it manifests in K-12 classroom settings in this time of distance learning. 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. This will include participating in breakout rooms and showing up to discussion sections at the right time. 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.
- **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
8/22	Direction-Setting What even are literacies?! Twitter Chat 1	Freire & Macedo - Literacy, Ch.1 & 3 (14 pages)
8/23	Transformative & Personal Literacy Practices Gallery Walk	Camangian - Upsetting the (Schooling) set up: autoethnography as critical race methodology (15 pages) Paris - “You Rep What You’re From” (pp 126-131; 161-162)
8/25	Language, Culture, and Literacies Twitter Chat 2	Yosso - Whose Culture Has Capital (14 pages) de los Rios, Portillo, & Cantero - Critical Worldmaking through Balladry (5 pages)
8/29	Transition to Civics Maybe a visit from Nicole Critical civic identity turning point	Mirra & Garcia - Civics for the World to Come - Introduction (17 pages) Westheimer & Kahne - What Kind of

		Citizen? The Politics of Educating for Democracy (28 pages)
8/30	Power and Technology	<p>boyd - What Hath We Wrought? (59 minutes) (Note: If you want a text version of the main ideas of the talk and/or links to related literature, danah boyd posted her main notes here)</p> <p>Safiya Noble - The Power of Algorithms (14 pages)</p> <p>Wineburg - What happens when TikTok is your main source of news and information</p>
9/1	Language, Literacy, Liberation, Identity Autoethnography due	<p>Paulsen - Nightjohn</p> <p>Anzaldúa - How to Tame a Wild Tongue</p>
9/6	Youth Culture and Literacies TA Panel	<p>Sims Bishop (1990) - Windows & Mirrors</p> <p>The Argument - 30 minutes</p>
9/7	Hope Twitter Chat 3 Envisioning Assignment	<p>Toliver - Emancipating the Fantastic With Black Women's Words (10 pages)</p> <p>Kirkland - A Search Past Silence (16 pages)</p>

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 9/1 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.
- **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.