



ED 228E: Becoming Literate in School, Summer 2009
Mondays, 2:15-5:05, and Wednesdays, 3:30-6:20. CERAS 204



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Course Description

This course is the first of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. BLIS I explores some of the theories that guide instructional decision-making in literacy. The course focuses on how children learn to read and spell words and presents research-based methods for assessment and instruction. Candidates explore these theories and practices through a variety of experiences, including discussion, in-class simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives

Candidates will be able to assess students' word knowledge, identify what students know and what they are ready to learn, and create word study lessons to further their learning. They will have a basic knowledge of early literacy development and word knowledge assessment, which we will build on in subsequent quarters. Finally, candidates will learn ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies that foster literacy learning and community.

Course Website: <http://bb.stanford.edu/>

Please create a Blackboard account as soon as possible. Announcements, readings, assignments, and course materials will be posted here. You may also be asked to post questions and assignments on the site.

Attendance and Participation

Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more you will benefit from this class. Attendance and participation are required. If for some reason you cannot attend class, please e-mail Heather at heatherhebard@gmail.com or send her a text message at (408) 483-6107.

Course Reading

Course books

Please purchase texts listed below. The Johnston book will also be used in BLIS II.

Bear, D.R., Invernizzi, M., Templeton, S.R., & Johnston, F. (2007). *Words their way: Word study for phonics, spelling, and vocabulary instruction*. (4th Edition). Upper Saddle River, NJ: Pearson Education, Inc.

Johnston, P.H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Other readings (posted on Blackboard or handed out in class):

Dyson, A. H. (1984). Learning to write/Learning to do school: Emergent writers' interpretations of school literacy tasks. *Research in the Teaching of English*, 18(3), 233.

Flores, B., Cousin, P. T., & Díaz, E. (1991). Transforming deficit myths about learning, language, and culture. *Language Arts*, 68, 369-379.

Helman, L. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57(5), 452-460.

Hirsch, E.D. (2003). Reading comprehension requires knowledge—of words and the world. *American Educator*. http://www.aft.org/pubs-reports/american_educator/spring2003/AE_SPRNG.pdf

Moll, L.C., Amanti, C., Neff, D., Gonzalez, N. (1992). Funds of Knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

BCLAD resources

Spanish resources for *Words their Way*: http://wps.prenhall.com/chet_bear_words_3/9/2471/632613.cw/-/632614/index.html.

Helman, Lori. (2005). Using Literacy Assessment Results to Improve Teaching for English Language Learners. *The Reading Teacher*, 668-677.

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, arrangements must be made with the instructor *prior* to the day that the assignment is due. If no such arrangement is made, the assignments will be given a reduced grade. Grades will be based on the following:

Class attendance/participation	20%
Positioning paper	15%
Word study lesson and video project	30%
Classroom context and child study project	35%

About Assignments

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. 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/>.

Assignments

Preparation for class. Twenty 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. Some class meetings will require you to bring observation notes, student assessments, video, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Position paper. *Who are you as a literacy learner, and how do you imagine yourself as a literacy teacher?* For this assignment, you will write a short paper (3-4 pages) that describes your experiences as a literacy learner and outlines your current aspirations and values as a teacher of literacy. You may include your prior experiences in school, your experiences of learning to read and write, your teaching experiences, etc. Consider how these have influenced your idea of the teacher you hope to become. Provide some examples of the kinds of things you imagine doing with students and explain why those are important to you. The paper is due Wednesday, July 8.

Word study lesson and video project. This assignment will give you an opportunity to learn about word study assessment, design instruction based on student needs, and teach a small group of students. You will work with the other candidates in your placement to assess all the students in your class. Next you'll bring the results to class and we will work together to analyze them. You and the other candidates in your placement will group the students by needs and each of you will choose a different group to teach. Once you have your group of students the planning will begin. We'll provide you with class time to plan a small group lesson. Finally, you'll teach and videotape your lesson. You will turn in your assessments, lesson plan, materials, DVD, and a short reflection on July 29. You'll also have a chance to share your work and learning in class on that day. More detailed information, including a project timeline, will be provided in a separate assignment sheet.

Classroom context and child study project. This project consists of three short papers and a final group presentation. The first two assignments (due July 13 and 20) are responses to the Johnston reading. You will think about the readings in light of your current placement experience and write brief papers (about 2 pages). In the third assignment (due 7/22), you will observe and interview one child over several days. You will write a three-page paper about this child and his or her experiences in summer school. Throughout the

quarter, we will discuss your observations and your connections to the reading in class. The final presentation is a group project. Together with your placement colleagues, you will plan a presentation that describes your placement context, the children you observed, and what you learned through close observation. Presentations will be on July 29. You will receive more detailed information about each piece of the project in several assignment sheets.

Course Outline

	Date	Topics	Reading for this class meeting	Assignments due	Reminders
1	Mon. 6/29	Introductions Introduction to the course Responding to literature with personal connections: One example using "writing off a line" Learning to read simulation			Please register on blackboard today at bb.stanford.edu.
2	Wed. 7/1	Introduction to word study How children learn to read words Word study assessment Discuss articles	Bear et al., Chapters 1 and 2 (pp. 25-38; 47-48)		Next Monday and Tuesday, take time to sit and observe your cooperating teacher. With the Johnston reading in mind, make notes of interesting teacher-student interactions.
	Mon. 7/6	NO CLASS			
3	Wed. 7/8	Word learning: Pre-emergent and emergent Discuss position papers Generating curriculum with students: One example using "golden lines"	Bear et al., Chapter 4 Johnston, Chapters 1 and 2	Position paper	Be sure to complete all your word study assessments by Wednesday. Choose a child to focus on for your child study.
4	Mon. 7/13	Word learning: Letter-name alphabetic Work time: Score word study assessments Discuss Johnston, reading response papers	Bear et al., Chapter 5 Bear et al., pp. 33-45 Helman article (<i>Posted on bb</i>)	Word study student assessments Classroom context and child study project: Reading Response 1	If you do not finish scoring the word study assessments in class on Wednesday, please divvy them up and finish them for Monday.
5	Wed. 7/15	Word learning: Within-word pattern Work time: Planning a word study lesson Reading in heterogeneous groups: One example using reader's theater Mid-quarter evaluations	Bear et al., Chapter 6	Scored word study student assessments	On Monday and Tuesday, take time to sit and observe your cooperating teacher. With the Johnston reading in mind, make notes of interesting teacher-student interactions.

	Date	Topics	Reading for this class meeting	Assignments due	Reminders
6	Mon. 7/20	Word learning: Syllables, affixes, and derivations Discuss Johnston, reading response papers Mid-quarter check-in	Bear et al., Chapters 7 and 8 Johnston, Chapter 3	Lesson plan for word study due Friday by 5 PM. Please e-mail to Heather. Classroom context and child study project: Reading Response 2	Observations and interview of focal child should be done by the end of the week.
7	Wed. 7/22	Discuss child studies Discuss articles Setting up and managing word study Composing together: One example using found poems	Flores et al., Hirsch, and Moll et al. articles (<i>Posted on bb.</i>)	Classroom context and child study project: Child study	Teach your word study lesson this week.
8	Mon. 7/27	Fluency Discuss Dyson article Reading together: One example using shared reading Final presentation work time	Dyson article (<i>Posted on bb.</i>)		Convert your cassette to a CD as soon as possible. You may run into problems, so please, please get started on this in time to get help if you need it.
9	Wed. 7/29	Video conversations: Word study lesson and video project Group presentations: Classroom context and child study project		Word study project Group presentations	