

ED 166: The Centrality of Literacies in Learning & Teaching
Summer 2009
2:15-5:05 pm, July 14-30th
Location: TBA



**Stanford Teacher
 Education Program**

Instructors

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*“So if one asks the question, where is the meaning of social concepts—in the world, in the meaner’s head, or in interpersonal negotiation – one is compelled to answer that it is the last of these.... If one is arguing about social ‘realities’ like democracy or equity or even gross national product, the reality is not the thing, not in the head, but in the act of arguing and negotiating the meaning of such concepts. Social realities are not bricks that we trip over or bruise ourselves on when we kick at them, but the meanings that we achieve by the sharing of human cognitions.” (Bruner, *The Language of Education*)*

It is the premise of this course that the negotiation of meaning with others is at the core of what we do. Whether we are reading or writing, speaking or listening, we are making meaning with others in mind. We do this in every discipline. We do it with the words we say as well as with the printed word, with images, with graphs, with symbols, with hyperlinks; language in its multiple forms consistently plays a critical role in how we come to understand and be understood. As such, literacy, seen crucially as the negotiation of meaning, is at the heart of all learning, in every content area.

If this is so, then a critical question for all teachers should be: how do we best make the negotiation of meaning, the reciprocal sharing of human cognitions, possible in the classroom? This course will serve as a forum for you to investigate this question, with particular attention to supporting collaborative meaning negotiation centered around disciplinary text where *student ideas* are central to that meaning-making. We will also ask several related questions, including: What is reading comprehension, and how can classroom dialogue support it? How does dialogue help us understand what individual students do and think as they read? How can our own choices about what to (not) say/do better support students as they think about disciplinary text? What role can/should reading and writing play in a content area classroom? How do we support students who struggle with reading/writing?

Throughout the course, you will work toward developing an inner pedagogical compass that enables you to do the following:

- Use talk, observation, and student reading/writing to get to know your students, allowing you to orchestrate instruction that is meaningfully contingent on their particularities and commonalities as literacy learners and as people;
- Recognize how adolescents variously make sense of text, and various ways you can support their text comprehension as they dialogue with you and with each other;
- Consider how student curiosity, questions, inferences, and background knowledge can play a critical role in classroom meaning-making;
- Identify how students' everyday language and social relationships can serve as resources for learning;
- Facilitate dialogically organized text discussions in your discipline;
- Identify discursive patterns in your instruction and consider the affordances of various discursive moves;
- Identify particular ways to invite reading and writing in your classroom that support students' negotiation of meanings in your discipline;
- Respond to students' writing in ways that enable them to continue to develop and refine it;
- Locate aspects of text (e.g. vocabulary, word recognition, text structure) that might pose a challenge to different students, as well as means of supporting students in working through these challenges;
- Organize classroom opportunities to discuss/analyze/write text; and
- Work and converse with other educators around all of the above.

Nature of the seminar

You will not receive a lot of lectures in this class: each class will depend, instead, on the ideas we develop with one another as we engage in an ongoing conversation about pedagogy. We ask that you bring your own experiences as a reader/writer/thinker/teacher into dialogue with those of others, and with the course readings.

Course reader

The course reader is be available from Field Copy.

Expectations during class

Consider what it is that you hope for and expect from your own students! You are asked to endeavor to be a student who engages deeply with the subject matter and gives it your all. We expect you to engage with the material and with your colleagues to seriously challenge your thinking and your teaching practice. The class depends on your contribution: please be on time, complete the readings for each class in advance, bring the readings and any assignments with you, and participate fully in the activities/ discussions during the seminar. *If you must miss a class, please e-mail your instructor in advance.*

Cell phones & computers: Please turn off and put away cell phones before class starts, as a matter of professionalism and as a courtesy to your colleagues in the class. If you bring a computer to class, you are committing to using it responsibly and respectfully (no instant messaging, checking e-mail, etc.); please hold yourselves and each other accountable to this standard.

Expectations for assignments

Please keep the following in mind for all assignments:

- *Stanford Honor Code.* You are expected to follow the Stanford Honor Code. For a full explanation of the Honor Code, please go to

<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>

If you have any questions about how it applies to a particular assignment, please ask.

- *Work quality.* Care about your work, and do your best. Push yourself to take risks and make commitments that will further develop the quality of your work, as you would hope your own students would do. Enlist the support of others: in this class, you are encouraged to have others help you edit and revise your work. You are also encouraged to make use of the resources available at the Stanford Writing Center: see <http://swc.stanford.edu/>.
- *Respect and privacy.* Your written work in this class will involve analysis of your observations of students. Part of being respectful toward them is taking your observations very seriously, spending a lot of time figuring out what you think of what you are seeing, and being careful in finding a useful language to describe those observations. Please also guard the privacy of students and cooperating teachers by using only pseudonyms for those who appear in your writing.

Deadlines and evaluation

We will be assigning grades on the basis of the quality of each assignment, and your course grade will be based on your cumulative work. That said, this class is intended most of all to support your learning, not to evaluate it. Should you have any questions about your progress in the course, please do not hesitate to talk with one of us about it.

Any requests for extensions must be discussed with your instructor in advance. Please note that, if permission is granted to turn in an assignment late, you will receive a grade but few, if any, additional comments on your work.

Thoughtful participation in the course (including daily, on-time attendance) is assumed; unless there are highly extraordinary circumstances, if you miss more than one class, your grade will be affected. Note that we are aware that participation takes many forms. Although we encourage everyone to speak up in whole-class discussions, you will not be penalized for not doing so.

Assignment summaries

Further details will be provided related to each assignment.

- 1) *Autobiography/biography*. You will write a 7-8 page paper in which you compare/contrast/analyze your literacy history with that of a focal student whom you observe and interview. Pick a student who puzzles you. (20% of grade)
- 2) *Dialogically organized discussion DVD or CD and written artifact log*. (40% of grade)
- 3) *Final analysis*. This 7-8 page analysis will be an integrated reflection on the fieldwork and readings for this course. To be submitted electronically to your instructor. (25% of grade)
- 4) *Class preparation, in-class work, & related site activities*. You are asked to read several articles each day, bring in materials (e.g., texts and written reflections); periodically you will also be asked to complete short assignments related to the day's topic/readings (see syllabus). These won't be formally graded, but they will form the basis of what we do in class, and we'll sometimes ask you to turn them in so we get a sense of your thinking. (15% of grade)

Summary of site-based activities

- Observation of focal student (complete on July 15th)
- Interview of focal student (complete on July 16th)
- Facilitation of 2 30-40 minute dialogically organized reading discussions. (complete July 20th-23rd)
- 4 observations of other dialogically organized reading discussions (complete July 20th-23rd)

You will also be asked to bring in copies of texts you are using in class (see syllabus for dates), as well as copies of writing students have generated in class, and the written assignment to which the students were responding when they wrote those pieces (July 23rd).

Readings & Assignments for Literacies Course

Date/Topic	Reading	Morning site assignment	In-class Assignments due
WEEK 1 Tuesday, July 14 The pursuit of indigenous meanings: How do my students see things?	<ul style="list-style-type: none"> • Wilhelm & Smith. Excerpts from Reading Don't Fix no Chevies. <i>Read pp. 23-82. The rest of the last chapter is optional.</i> • Emerson, Fretz, & Shaw. Excerpts from Writing Ethnographic Fieldnotes. Pp. 1-16, 26-35, 48-52. • Bogdan & Biklan. The content of fieldnotes. Pp. 112-120. 	N/A.	<i>Come with any questions you have about the syllabus.</i>
Wed., July 15 Transforming deficit myths	<ul style="list-style-type: none"> • Flores. Transforming deficit myths about learning, language, and culture. • Hall. Struggling reader, struggling teacher: An examination of student-teacher transactions with reading instruction and text in social studies. • Lewis. Give people a chance. • Bodgan & Biklan. <i>Interviewing</i>. Pp. 94-101. 	<i>Observe a focal student for at least an hour – does not have to be during instruction in your subject area. If possible, try to observe the student during break time as well as during instruction. Details will be provided. If possible, observe a student who will be in your small group next week.</i>	<i>Be prepared to discuss your observation of your focal student. Bring your jottings.</i> <i>Also, bring any questions you have about Assignment 1.</i>
Thursday, July 16 What is literacy learning?	<ul style="list-style-type: none"> • Smith. A metaphor for literacy: Creating worlds or shunting information? • Applebee. Curriculum as conversation. • Sutton. Interpretations and labels. 	<i>Interview your focal student. Details will be provided.</i>	<i>Be prepared to discuss your interview with your focal student. Bring notes from your interview.</i>

<p>Friday, July 17th</p> <p>What is dialogically organized reading instruction?</p>	<ul style="list-style-type: none"> • Nystrand. Excerpts from Opening Dialogue. <i>Read from p. 1 to p. 52. The rest of chapter 2 is optional.</i> • Mazzoni & Gambrell. Text Talk: Using discussion to promote comprehension of informational text • <i>Sand and Caged Bird</i> transcripts (read only) • <i>Discussion sketch form & notes, Preparing for a dialogically organized discussion.</i> 	<p>N/A</p>	<p><i>Bring a copy of the the text you plan to use for your small-group discussion on Monday or Tuesday. You will be developing a sketch for this discussion today.</i></p>
<p>WEEK 2</p> <p>Monday, July 20</p> <p>What is comprehension?</p>	<ul style="list-style-type: none"> • Rumelhart, Schemata: The building blocks of cognition. • Aukerman, In Praise of Wiggle Room. • Tierney & Pearson, Learning to learn from Text. • Aukerman. Important discourse terms. 	<p><i>Small-group discussion & observation. See attached schedule. You will teach or observe one discussion in your own class and will observe one in your partner class. All discussions should be videotaped.</i></p>	<p><i>TURN IN: Literacy autobiography/biography.</i></p> <p><i>Bring in Coded Sand & Caged Bird Transcript segments</i></p> <p><i>Also, bring any questions you have about Assignment 2.</i></p>
<p>Tuesday, July 21</p> <p>Negotiating the curriculum with students as possible knowers</p>	<ul style="list-style-type: none"> • Lester. Cooperative learning is not negotiating the curriculum. • Aukerman. When Reading it Wrong is Getting it Right. 	<p><i>Small-group discussion & observation. See attached schedule. You will teach or observe one discussion in your own class and will observe one in your partner class. All discussions should be videotaped.</i></p>	<p><i>STEPpies who are facilitating M/W discussions: Bring in a post-discussion reflection focused on a student's engagement with <u>context</u> from the discussion you taught, and a draft copy of the second discussion you will facilitate (on Wed.) as well as the text you plan to use.</i></p>

<p>Wed., July 22 Dialect as resource</p>	<ul style="list-style-type: none"> • Delpit. Language diversity and learning. • Dickar. ‘Words is Changin’ Every Day’: Language and literacy in the urban contact zone. • Christensen, The Politics of Correction. 	<p><i>Small-group discussion & observation. See attached schedule. You will teach or observe one discussion in your own class. The discussion should be videotaped.</i></p>	<p><i>STEPpies who are facilitating T/Th discussions: Bring in a post-discussion reflection focused on a student’s engagement with <u>text</u> from the discussion you taught, and a draft copy of the second discussion you will facilitate (on Thurs.) as well as the text you plan to use.</i></p>
<p>Thursday, July 23 Making student perspectives available through writing</p>	<ul style="list-style-type: none"> • Nystrand & Graff. Report in Argument’s Clothing. • Wiley. The popularity of Formulaic Writing (and Why We need to Resist). • Crohn-Blevins. The Art of Response. • Daniels. Ch. 2, Writing to learn. <p><i>JIGSAW: Daniels, Ch. 3 & 4. Each of you will read one of the following sets of strategies and be prepared to report back on them to a small group.</i></p> <p>(1) Writing break, Exit Slip, Admit Slip & Brainstorming. (pp 31-47) (2) Drawing and Illustrating, Clustering, and Mapping (pp 48-66) (3) Written Conversation, Write-Around, Carousel Brainstorming, Double-Entry Journal (pp 69-91) (4) Nonstop Write, Reflective Write, KWL,</p>	<p><i>Small-group discussion & observation. See attached schedule. You will teach or observe one discussion in your own class and will observe one other discussion in a different class. All discussions should be videotaped.</i></p>	<p><i>Each teaching pair, please bring in a copy of <u>3-4 pieces of writing done by students in your class this summer, along with a copy of the written assignment for the writing, if available. White-out student names.</u></i></p>

	Teacher-Student Correspondence. (pp. 92-111)		
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<p>WEEK 3 Monday, July 27 What are some things that can make text hard (and how can we support students as they encounter these)?</p>	<ul style="list-style-type: none"> • Stahl. Vocabulary and readability: How knowing word meanings affects comprehension. <p>JIGSAW: <i>Each of you will read one of the following chapters and be prepared to report back on it to a small group.</i></p> <ul style="list-style-type: none"> • 1) Beers. Vocabulary. • 2) Beers. Word Recognition. • 3) Beers. Spelling. • 4) Garber-Miller. Playful text previews. 	<p><i>N/A</i> <i>No formal site assignments this week, but you are encouraged to continue facilitating text discussions that are dialogically organized as much as possible.</i></p>	<p><i>TURN IN: Assignment 2: DVD & Written Reflection Log.</i></p> <p><i>On your assigned day this week, bring in 4 copies of your transcript for everyone in your teaching group, and <u>extra</u> DVD or CD with full lesson & video clip of transcribed portion. If you have a laptop that plays video, please bring it (need 1 player for each group).</i></p> <p><i>Bring in a text you plan to use with your students this week (on Tuesday, Wed., or Thurs.).</i></p> <p><i>Also, bring any questions you have about Assignment 2.</i></p>
<p>Tuesday, July 28 What is disciplinary literacy?</p>	<ul style="list-style-type: none"> • Applebee. “Characteristics of effective curricula” and “Toward a pedagogy of knowledge-in-action.” • Moje. Developing Socially Just Subject Matter Instruction: A review of the Literature on Disciplinary Literacy Teaching. • Tobias. Disciplinary cultures and general education. 	<p><i>N/A</i></p>	<p><i>Bring a copy of the same text you brought on Monday.</i></p> <p><i>On your assigned day this week, bring in 4 copies of your transcript, and DVD or CD with full lesson & video clip of transcribed portion. If you have a laptop that plays video, please bring it (need 1 player for each group).</i></p>

Wed., July 29 Thinking outside the disciplinary box: Creating space for student sensemaking	<ul style="list-style-type: none"> ● Warren, Ballenger, et al. Rethinking diversity in learning science: The logic of everyday sensemaking. ● Moschkovich, Examining mathematical discourse practices. ● Copeland. Preparing for Classroom Dialogue, Facilitating the inner circle, Facilitating the outer circle. 	<i>N/A</i>	<i>On your assigned day this week, bring in 4 copies of your transcript for everyone in your teaching group, and DVD or CD with full lesson & video clip of transcribed portion. If you have a laptop that plays video, please bring it (need 1 player for each group).</i>
Thursday, July 30 Literacy as a social practice *Time change: 3:15-6:05	<ul style="list-style-type: none"> ● Luke & Freebody. Shaping the Social practices of Reading. ● Christensen. Critical literacy: Teaching reading, writing, and outrage. 	<i>N/A</i>	<i>On your assigned day this week, bring in 4 copies of your transcript for everyone in your teaching group, and DVD or CD with full lesson & video clip of transcribed portion. If you have a laptop that plays video, please bring it (need 1 player for each group).</i>
Monday August 3rd	NO CLASS		<i>TURN IN: Final Analysis via e-mail by noon.</i>