



**LITC 7310, Literacy, Policy and Change  
Fall, 2017**

*READ 7310 is a required course for Doctorate of Education in Literacy*

**College of Education,  
Department of Language, Literacy and Special Populations**

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**Instructor:** Dr. Donna Cox  
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**Office hours:** Monday: 10:00-3:00 pm; 4-5:15 TWC  
Tuesday: 10:00-3:00 pm  
Thursday: 10-3:00 or online  
All other times by appointment

**Course Format:** Face to Face, Online

**Day and time the class meets:** Monday: 5:30-8:20pm

**Location of class:** TWC Room 250

**Course Description:** This course examines the connections among the psychological, sociological, cultural and political aspects of literacy learning and teaching

**Textbooks:**

Goodman, K., Calfee, R. & Goodman, Y. (2014). *Whose Knowledge Counts in Government Literacy Policies?* New York: Routledge.  
Paulsen, G. (1993). *Nightjohn*. New York: Delecorte Press.  
Newkirk, T. (2009). *Holding on to Good Ideas in a Time of Bad Ones*. Portsmouth, NH: Heinemann.

Tk20 Account statement: Not required for this course

**Course Objectives:** The following objectives will be met during this course:

Through readings, individually selected topics, and discussions and presentations candidates will

- Demonstrate their knowledge and understanding of resources in literacy education

- Demonstrate their knowledge and understanding of current research on literacy
- Display a critical approach as a consumer of research
- Demonstrate knowledge and understanding of literacy philosophies and models of reading
- Demonstrate knowledge and understanding of the sociological and political ramifications of literacy instruction
- Critical awareness competence as literacy agents that has political, social, and. economic consequences

Topics/Objectives	Activities/Assignments (including field based activities)	Measurement (including performance based)	Standards Alignment  S—SPA Standard Alignment  TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies <a href="#">CF—Conceptual Framework Indicator</a> <a href="#">N/C—NCATE/CAEP Standard 1 (if there is no SPA)</a> <a href="#">NETS*S – ISTE NETS Technology Standards for Students</a>
Demonstrate understanding resources in literacy education	*Engage in book talks, *Discussions of readings	*Participation, self-evaluation,	CF 1 N/C 1
Demonstrate knowledge and understanding of: current research on literacy	*Compare and contrast the role of interest groups, change agents, lobbyists, the media and other political players at the state or national level.  *Engage in class discussions of relevant topics	*Ted Ed book review video  *Implicit Association Tests  *Class discussions and self-evaluation.	CF 1 N/C 1
Demonstrate knowledge and understanding of literacy philosophies and models of readings	*Engage in class discussions of relevant topics	*Observation and self-evaluation	CF1 N/C 1
Demonstrate knowledge and understanding of the sociological and political ramifications of literacy instruction	*Read blogs about educational reform and politics of literacy and use in class discussions  *Critical reflection on course learning	*Class discussions and self-evaluation.  *Politics of Literacy Change Agents  *Class discussions and self-evaluation.  *End of course reflection paper	CF1 N/C 1
Critical awareness	*ABC Model of Cultural	* Self-evaluation rubric	CF1

competence as literacy agents that has political, social, and. economic consequences	Understanding and Communication	*ABC presentation	N/C 1
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State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:** Learning to apply course material (to improve thinking, problem solving, and decisions)

Tk20 Account statement: Not required for this course

#### Course Content:

- Critical pedagogy
- Theory of social interaction
- Relationship between pedagogy and politics
- Critical Cultural Competence
- How to use critical pedagogy to encourage growth and discussion with colleagues
- The role of policy makers in literacy
- The historical and current view of literacy in the United States

#### Course Evaluation:

Assignment	Assigned Points
Readings/Discussions (FTF and OL)	140 (10pts @ 14 weeks)
ABC Model of Cultural Competence	150
Critical Reflection	60
TED ED book review video	100
Implicit Association Tests	50
<b>Total points</b>	<b>500</b>

A= 450-500  
90%-100%

B= 400-449  
80%-89%

C= 350-399  
70%-79%

Class	Class Format	Topic	Assignment
Class 1 August 28	FTF	<ul style="list-style-type: none"> <li>• “A Moot Point”</li> <li>• Syllabus</li> <li>• Quieting the Teacher Wars: What History Reveals about an Embattled Profession</li> </ul>	<ul style="list-style-type: none"> <li>• Read: The Teacher Wars</li> <li>• Discuss: Quieting the Teacher Wars</li> </ul>
Assignment Due		Implicit Association Tests (Hidden Bias Test)	Monday, August 28 (Complete before class and bring results to class)
September 4		<ul style="list-style-type: none"> <li>• Labor Day Holiday—no class</li> </ul>	
Assignment Due		<ul style="list-style-type: none"> <li>• ABC Autobiography</li> </ul>	Due: Sunday, September 10
Class 2 September 11	FTF	<ul style="list-style-type: none"> <li>• Government and Schools</li> <li>• Political Realities</li> </ul>	<ul style="list-style-type: none"> <li>• Calfee: <i>Introduction</i></li> <li>• Goodman: Chapter 2, <i>Whose Knowledge Counts? The Pedagogy of the Absurd</i></li> </ul>
Class 3 September 18	FTF	<ul style="list-style-type: none"> <li>• The relationship between poverty and success in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Shannon: Chapter 3, <i>Re-Reading Poverty; Reorienting Educational Policy</i></li> </ul>
Assignment Due		<ul style="list-style-type: none"> <li>• ABC Biography</li> </ul>	Due: Sunday, September 24
Class 4 September 25	OL	<ul style="list-style-type: none"> <li>• The manufactured crisis over illiteracy</li> <li>• Governmental control of education; the battle between informed professionals in the field and policy makers</li> </ul>	<ul style="list-style-type: none"> <li>• Fijalkow: Chapter 4, <i>Neoliberal and Neoconservative Literacy Education Policies in Contemporary France</i></li> <li>• Dombey: Chapter 5, <i>Flying Blind: Government Policy on the Teaching of Reading in England and Research on Effective Literacy Education</i></li> </ul>

Class 5 October 2	FTF	<ul style="list-style-type: none"> <li>• Historical developments relating to including diverse literatures in the curriculum</li> <li>• The challenge in maintaining an emphasis on multicultural literature</li> <li>• The shift from centrality of literature to a focus on literacy as a process necessary for success in job and college</li> <li>• <b>Ted Ed video #1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Bishop: Chapter 10: <i>Diversity in Children's Literature: What Does It Matter in Today's Educational Climate?</i></li> <li>• Langer: Chapter 12: <i>The Role of Literature and Literary Reasoning in English Language Arts and English Classrooms</i></li> </ul>
Class 6 October 9	FTF	<ul style="list-style-type: none"> <li>• The relation of trends in beginning reading instruction to children's learning, teachers' instruction, and educational policy goals</li> <li>• A history of the scholarship on language development vs. governmental decisions</li> <li>• <b>Ted Ed video #2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Paciga: Chapter 14: <i>What do Children Need to Succeed in Early Literacy and Beyond?</i></li> <li>• Bloome &amp; Wilson: Chapter 15: <i>The "Impact" of Changing Conceptions of Language on Curriculum and Instruction of Literacy and the Language Arts</i></li> </ul>
Class 7 October 16	OL	<ul style="list-style-type: none"> <li>• Nightjohn,</li> <li>• Jerome Harste article</li> </ul>	<ul style="list-style-type: none"> <li>• Online Discussion</li> </ul>
<b>Assignment Due</b>		<ul style="list-style-type: none"> <li>• <b>ABC Cross Cultural Comparison</b></li> <li>• <b>ABC Cultural Differences</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due: Sunday, October 22</b></li> </ul>
Class 8 October 23	FTF	<ul style="list-style-type: none"> <li>• Diane Ravitch: <i>Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools</i></li> <li>• <b>Ted Ed video #3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select chapters will be scanned put on Blackboard.</li> </ul>
Class 9 October 30	OL	<ul style="list-style-type: none"> <li>• Diane Ravitch:</li> <li>• <i>Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools</i></li> </ul>	<ul style="list-style-type: none"> <li>• Select chapters will be scanned put on Blackboard.</li> </ul>

Class 10 November 6	FTF	<ul style="list-style-type: none"> <li>A transformational moment in the world of educational testing</li> <li>The failure of educational research</li> <li>Ted Ed video #4</li> </ul>	<ul style="list-style-type: none"> <li>Newkirk: Ch. 1, <i>The Curse of Graphite</i></li> <li>Newkirk: Ch. 2, <i>The Teacher as Schmidt</i></li> </ul>
Class 11 November 13	OL	<ul style="list-style-type: none"> <li>Reading and writing</li> <li>The discrepancy in language performance: school writing</li> <li>Is media to blame for the demise of reading and writing in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>Newkirk: Ch. 3, <i>Balance the Basics</i></li> <li>Newkirk: Ch. 4, <i>Expressive Writing</i></li> <li>Newkirk: Ch. 5, <i>Popular Culture</i></li> </ul>
November 20	OL	Thanksgiving Holiday	<ul style="list-style-type: none"> <li>Independent Research</li> </ul>
Assignment Due		<ul style="list-style-type: none"> <li>Revised Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>Due: Sunday, November 26</li> </ul>
Week 12 November 27	FTF	<ul style="list-style-type: none"> <li>Literacy and aliteracy: are teachers to blame?</li> <li>Schools don't create curriculum; they buy "the flavor of the month."</li> <li>Cultural narratives</li> <li>Ted Ed video #5</li> </ul>	<ul style="list-style-type: none"> <li>Newkirk: Ch. 6, <i>Literacy and Pleasure</i></li> <li>Newkirk: Ch. 7, <i>Uncluttering the Curriculum</i></li> <li>Newkirk: Ch. 8, <i>Finding a Language for Difficulty</i></li> </ul>
Assignment Due		<ul style="list-style-type: none"> <li>Critical Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Due: Monday, December 4</li> </ul>

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not

present a disruption to the class by their attendance.

**Attendance and Course Expectations:** Given the heavy emphasis on discussion and engagement, regular and prompt attendance is required to receive an A or B. Missing more than 3 hours of class will trigger a conference with the instructor. Missing more than six hours of class will probably result in a grade reduction.

### **Bibliography:**

- Allington, R. & Walmsley, S. (1995). *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. New York: Teachers College Press.
- Berliner, D. & Biddle, B. (1995). *The Manufactured Crisis: Myths, Fraud, and the Attack On America's Public Schools*. New York: Longman.
- Chall, J. (1967). *Learning to Read: The Great Debate*. New York: McGraw-Hill.
- Clay, M. (1998). *By Different Paths to Common Outcomes*. Stenhouse.
- Coles, G. (2000). *Misreading Reading*. Portsmouth, NH: Heinemann.
- Dewey, J. (1900). *The School and Society: The Child and the Curriculum*. Chicago:
- Dudley-Marley, C. (2000). *A Family Affair: When School Troubles Come Home*. Portsmouth, NH: Heinemann.
- Ehrenreich, B. (1989). *Fear of Falling: The Inner Life of the Middle Class*. New York: Harper.
- Foley, D. (1995). *Heartland Chronicles*. Pittsburg: University of Pennsylvania Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Gatto, J. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia, PA: New Society.
- Heath, S. (1983). *Ways with Words*. New York: Cambridge University Press.
- Keresty, B., O'Leary, S., & Wortley, D. (1998) *You Can Make a Difference: A Teacher's Guide to Political Action*. Portsmouth, NH: Heinemann.
- Kohn, A. (2000). *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools*. Portsmouth, NH: Heinemann.
- MacLeod, J. (1987). *Ain't No Makin' It*. Boulder, CO: Westview.
- Mc Quillan, J. (1998). *The Literacy Crisis; False Claims, Real Solutions*. Portsmouth, NH: Heinemann.
- Oakes, J. (1985). *Keeping Track. How Schools Structure Inequality*. New Haven: Yale University Press.
- Ovando, C. & McLaren, P. (2000) *The Politics of Multiculturalism and Bilingual Education*. Boston: McGraw Hill.
- Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. NY: Knopf.
- Rief, L. (1992). *Seeking Diversity*. Portsmouth, NH: Heinemann.
- Schaafsma, D. (1993). *Eating on the Street: Teaching Literacy in a Multicultural Society*. Pittsburgh, PA: University of Pittsburgh Press.
- Scribner, S. & Cole, M. (1981). *The Psychology of Literacy*. Cambridge, MA: Harvard Press.
- Shannon, P. (1994). *Reading Poverty*. Portsmouth, NH: Heinemann.
- Shor, Ira. (1987). *Freire for the Classroom*. Portsmouth, NH: Heinemann.
- Taylor D. (1991). *Learning Denied*. Portsmouth, NH: Heinemann.

### **Additional Resources:**

- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press
- Allington, R. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.
- Altwerger, B. (2005). *Reading for profit: How the bottom line leaves kids behind*. Portsmouth, NH: Heinemann.
- Apple, M. (2009). *Global crises, social justice, and education*. New York: Routledge.
- Apple, M. (2006). *Educating the "right" way: markets, standards, God, and inequality*. New York: Routledge.
- Apple, M. (1995). *Education and power*. New York: Routledge.
- Coles, G. (2000). *Misreading reading: the bad science that hurts children*. Portsmouth, NH: Heinemann.
- Coles, G. (2003). *Reading the naked truth: literacy, legislation, and lies*. Portsmouth, NH : Heinemann.
- Demetron, G. (2005). *Conflicting paradigms in adult literacy education: In quest of a U.S. democratic politics of literacy*. Mahwah, N.J.: L. Erlbaum Associates.
- Edelsky, C. (2006). *With literacy and justice for all: Rethinking the social in language and education*. Mahwah, N.J.: Lawrence Erlbaum.
- Foucault, M. (2007). *The politics of truth*. Los Angeles, CA: Semiotext(e).
- Freire, P. (1985). *The politics of education: Culture, power, and liberation*. South Hadley, Mass.: Bergin & Garvey.
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- Giroux, H. (2006). *America on the edge: Henry Giroux on politics, culture, and education*. New York, N.Y.: Palgrave Macmillan
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- Hirsch, E. D. (2006). *The knowledge deficit: Closing the shocking education gap for American children*. Boston: Houghton Mifflin.
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- Hoffman, J. & Goodman. (2009). *Changing literacies for changing times: An historical perspective on the future of reading research, public policy and classroom practices*. New York: Routledge.
- [Kohn, A.](#) (2000). *The case against standardized testing: raising the scores, ruining the schools*. Portsmouth, NH: Heinemann.
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- Krashen, S. D. (1999). *Condemned Without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
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- Meier, D., & Wood, G. (2004). *Many children left behind: How the No Child Left Behind Act is damaging our children and our schools*. Boston: Beacon Press.
- McLaren, P. (2006). *Rage + hope: interviews with Peter McLaren on war, imperialism, + critical pedagogy*. New York: P. Lang.
- McQuillan, J. (1998). *The literacy crisis: False claims, real solutions*. Portsmouth, NH: Heinemann.
- Prendergast, C. (2003). *Literacy and racial justice: the politics of learning after Brown v. Board of Education*. Carbondale: Southern Illinois University Press.
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- Parks, S. (2000). *Class politics: The movement for the students' right to their own language*. Urbana, IL: National Council of Teachers of English.
- Rebell, M. A. & Wolff, J. R. (2009). *NCLB at the crossroads: Reexamining the federal effort to close the achievement gap*. New York: Teachers College Press.
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- Shannon P. (2001). *Becoming Political, Too*. Portsmouth, NH: Heinemann.
- Snow, C.P., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stotsky, S. (2000). *What's at stake in the K-12 standards wars: A primer for educational policy makers*. York: P. Lang.
- Strauss, S. L. (2005). *The linguistics, neurology, and politics of phonics: silent "E" speaks out*. Mahwah, N.J.: L. Erlbaum Associates, 2005.

## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

### **NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)