



LITC 7320: Issue and Trends in Literacy Education Spring, 2018

LITC 7320 is a required course for Doctorate in Literacy

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

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Office hours: Thursday 4:00-5:30 pm

Class day and time: Thursday, 5:30-8:20 pm
Class location: TEC 111E

Class Format:

1. Based on the exploration of the variety of learning theories and models of processing found to most often impacts literacy acquisition and affect literacy issues, candidates will use these theories and processes to examine current issues focused on literacy acquisition, education and issues.
2. Explore the role of the profession as it relates to literacy and literacy issues
3. Discuss the role of policy makers, community activists, parents and the media in current literacy issues.
4. Examine literacy issues with a wide lens incorporating other subject areas and disciplines.

Course Content: Student-selected current issues and trends; readings and discussions may include these topics as they relate to literacy:

- The roles of policy makers, community activists, parents and media in current literacy issues
- Fluency and prosody
- Censorship
- Scientific based research and programming decisions
- Assessment
- Phonics and phonemic awareness
- Linguistics
- Teacher Education
- Social Justice
- Critical thinking

Topics to be continued throughout the program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism how a professional educator thinks, acts, and speaks

Course Description: Current issues and trends related to field of literacy acquisition are examined through the lens of theory, process and practice.

Textbooks: Readings from a variety of journals will be required in addition to documents found on Blackboard in the Course Documents File. Readings from self-selected publications will also be required. Journal titles may include others in addition to the following:

Journal of Reading Research
Reading Research and Instruction
Journal of Reading Behavior
Journal of Literacy Research
Reading Research Quarterly
 And others where appropriate

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

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment IRA-International Reading Association CAEP—Council for the Accreditation of Educator Preparation Proficiencies by indicator
Doctoral students will: Demonstrate their knowledge and understanding of: 1.The history of research on literacy acquisition and its impact on literacy instruction. 2.Current research on literacy and how that information influences diverse populations. 3. Demonstrate and	<ul style="list-style-type: none"> • Read a variety of journals and research texts on current literacy issues. • Select a trend or issue of personal interest and write a detailed annotated bibliography that analyzes and synthesizes both the historical perspective of the selected trend or issue and its current “capital.” 	<ul style="list-style-type: none"> • Annotated bibliography • Class discussions and self-evaluation. 	IRA 1.1-1.4 Know a wide range of theories and how they relate to classroom practice, articulate these theories synthesize this information and relate the information to current practices in the field of literacy. CAEP—1.1 Apply knowledge and skills appropriate to their professional field of specialization and leading and/or participating in collaborative activities with peers and colleagues.

ability to synthesize and analyze current information about trends and issues in literacy.	<ul style="list-style-type: none"> Engage in class discussions of relevant topics. 		<p>IRA3.4 Communicate this information to various stakeholders.</p> <p>IRA5.1-5.4 Use the knowledge and skills to articulate information, help peers articulate plans, reflect on knowledge and practices.</p>
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A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

Essential Objectives:

1. Developing specific skills, competencies, and other points of view needed by professionals in the field most closely related to this course.
2. Gaining factual knowledge (terminology, classifications, methods, trends)

Important Objective:

1. Developing skill in written and oral expression.

Course/Instructor Requirements:

1. **Discussion and Attendance:** Given the more independent nature of this course, there are not a lot of online discussions. Class discussions are based on readings that we share with each other from our independent research. Other postings will be for information purposes only. For online discussions, students will be expected to participate fully in the discussion.
2. **Readings:** Students will be expected to read broadly and deeply in the literature related to the questions of inquiry generated for this class. Students are expected to read and write a review of a current book related to their topic.
3. **Book review-** in consultation with me, choose a current publication (2016-2018) and write a publishable book review. Guidelines will be provided.
4. **Updates:** Each student is responsible for posting a monthly update of their annotated bibliography.
5. **Appointment:** Each of you will schedule an individual appointment with me to discuss progress on your annotated bibliography.
6. **Inquiry Annotated Bibliography:** Exploratory work will be done on a topic of choice. For each article, (news or scholarly), write a specific annotated bibliography. Use APA appropriate reference style. Synthesize the information into no more than three paragraphs that detail the purpose, significance, methodology, findings and or

discussion (where appropriate). This information could form the basis of chapter 1 and 2 of the proposal/dissertation. Specific requirements will be outlined. For format information: <https://owl.english.purdue.edu/owl/resource/614/03/>

7. **Presentation:** Present an update on what you have learned. Post this reflection/update to the appropriate forum.

Course Outline—Proposed Calendar

GRADES

Readings, Discussion, updates, etc.	35 pts.
Book Review	15 pts.
Annotated Bibliographies	50 pts

Total Points: 100 pts

A= 90-100	B= 80-89	C= 70-79
90%-100%	80%-89%	70%-79%

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](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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.

Bibliography

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- Dudley-Marling, C. & Michaels, S. (2013). *High Expectation Curricula*. NY: Teachers College Press.
- Student assessment (PISA):http://www.pisa.oecd.org/pages/0,2987,en_3225235ml
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- Literacy Studies (PIRLS):<http://timss.bc.edu/pirls2006/framework.html>
- Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. New York: Random House.
- Robinson, R. D., McKenna, M. C., & Wedman, J. M. (2016). *Issues and trends in literacy education, 5th ed.* Boston: Pearson.
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- Stahl, K. A., & McKenna, M. C. (2006). *Reading research at work*. NY: Guilford Press.
- Thayer-Bacon, B. (2000). *Transforming critical thinking*. Cambridge, MA: Harvard Press
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