

**READ 7335.01, CURRICULUM THEORY AND LITERACY EDUCATION
SPRING, 2018**

Course Number is a required course for the Doctoral Program in Reading

College of Education

Department of Language Literacy and Special Populations

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Office Hours: Monday – Friday 8:00-5:00 online or by appointment
Tuesday 4:30-5:30 at Woodlands Center (or earlier in the day by appointment).

Day and times the class meets: Tuesday 5:30-8:20 and online

Location of the class: Woodlands Center

Text/Readings: Stern, B. & Kysilka, M. (2008). *Contemporary readings in curriculum*. Los Angeles: Sage.

Zygmunt, E. & Clark, P. (2016). *Transforming teacher education for social justice*. New York: Teachers College Press.

Kozol, J. (2012). *Savage inequalities*. New York: Crown Publishing Group.

Other books for book club (You'll read one):

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard Education Press.
Nichols, S. & Berliner, D. (2007). *Collateral damage*. Cambridge, MA: Harvard Education Press.

MacMurray, J. (1998). *Persons in relation*. London: Humanity Books.

Belenky, N., Clinchy, B., Goldberger, N., & Tarule, J. (1997). *Women's ways of knowing*. New York: HarperCollins.

McAndrew, D. (2005). *Literacy leadership: Six strategies for peoplework*. Newark, DE: International Reading Association.

Course Description: Candidates will spend time examining the research and publication issues that contribute to leadership in the field of literacy. Candidates will explore the variety of curriculum perspectives, theories and processes related to literacy and literacy acquisition. Candidates will analyze the role of the literacy leader at the local, state, regional and national/international level. Candidates will read

literature related to the field of curriculum and literacy.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i> • <u>Conceptual Framework #</u>
Candidates understand and can explain the bigger role of curriculum as it relates to the field of literacy	<p>Participate in book clubs over a selection of books with theoretical curriculum topics</p> <p>Participate in class discussion face-to-face and online that examine issues related to curriculum.</p> <p>Write a reflective piece that examines the role of curriculum in literacy or the role of the curriculum literacy specialist.</p>	<p>Self-evaluation of book club experience</p> <p>Present book club highlights to classmates</p> <p>Self-evaluation of reading participation.</p> <p>Reflective piece</p>	<p>2.1, 2.2, 2.3 CF 1, 3</p>
Candidates pursue the development of professional knowledge	<p>Working individually or in pairs develop a pilot study and write a proposal for a professional conference</p> <p>Present a proposal for the University wide Academic Exchange or attend the Academic Exchange Presentations</p>	<p>Submitted proposal for a professional presentation at either ALER, SERA, CRA, IRA, NRC or related national/international conference</p> <p>Submitted proposal for the University Academic Exchange</p>	<p>1.3, 1.4, 5.1, 5.2 CF. 1.3</p>
Candidates understand and demonstrate understanding of the role of professionalism in the research process	<p>Participate in the course and certification for human subjects clearance</p>	<p>Certificate showing successful completion of human subjects course</p> <p>Submission of human subjects documents for qualitative or quantitative pilot research study</p>	<p>5.1, 5.2, 5.3 CF. 1.3</p>

Web address for *specialty organization standards*: <http://www.reading.org/>

Web link for *Conceptual Framework*: To be included later.

Web address for Texas Standards: <http://www.sbec.state.tx.us/stand-framework>

Web address for International Reading Association standards:
<http://www.reading.org/advocacy/standards/introduction.html>

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

Course Format:

Through readings, individually selected book club, written philosophies, in-class and On-line discussions and presentations candidates will

1. Explore the theories related to adult learners.
2. Use theories and processes to examine and create a philosophy of teaching
3. Examine the role of instructor of adults in preservice and inservice educational settings.
4. Examine the role of instructor of adults in developmental settings.
5. Participate in the research and literature of the field through class discussions and presentations.

IDEA Objectives:

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

I – Learning to apply course material (to improve thinking, problem solving, and decisions)

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/



SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Format:

Through readings, individually selected topics, and in-class and on-line discussions and presentations candidates will:

1. explore the variety of curriculum perspectives related to the greater issue of literacy and literacy acquisition.
2. use theories and processes to examine current issues focused on literacy acquisition and issues and apply these to a research agenda.
3. examine the role of literacy leader on a local, state, regional and national/international level.

IDEA Objectives:

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

I – Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Content:

Curriculum and curriculum theory

Human Subjects

Ethics in research

Leadership roles through professional organizations and presentations

Collaboration

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

- Meeting the literacy needs of a diverse population
- Professionalism how a professional educator thinks, acts, and speaks

Course Requirements:

1. Readings/discussions: In class and online we will engage in seminar style discussions of our texts. Connections to other readings and courses are encouraged.

2. Book Clubs: Choose one of the optional books. You will be placed in a group for that book club experience. It is expected that each group will meet at least three times. These discussions will happen online with the exception of one final group meeting during class time to plan a way of sharing the book with the class. Presentations will happen on the last class day.

3. Human Subjects: Access the following website and complete the HPPERT Certification. Turn in the certificate when you have completed the course. <http://www.shsu.edu/~rgs/www/>

4. Research Question Reflection: Write a three to five page paper that examines your research question and how it relates to curricular issues. The readings from the semester should provide you with support for your reflection as well as other theoretical readings you have done in the program. We will spend some time discussing this in class.

5. Professional Organizations Talk/Discussion: Spend some time looking at a website of a professional organization (Literacy Research Association {LRA}; Association of Literacy Educators and Researchers {ALER}, and International Reading Association {IRA}, or others related to the field). Identify what needs to be done in order to send presentation proposals. Also take a look at any professional journals published by the organization and the process for submitting an article for publication. Also identify special interest groups or committees that may be a part of the organization. You may work with a partner or group on this assignment, and you will present your findings to the class. We will divide into groups for each professional organization.

6. Participation: It is expected that candidates will participate in both online and face-to-face discussions.

Evaluation:

Book Clubs	20 points
Kozol book	10 points
Zygmunt/Clark book	10 points
Stern/Kysilka book	10 points
Human Subjects HPPERT certification	10 points
Professional Organizations Talk/Discussion	20 points
Research Question Reflection	30 points

Total possible points	110 points
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Expectations:

Given the heavy emphasis on discussion and engagement, attendance is a requirement whether in class or online.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

Belenky, N., Clinchy, B., Goldberger, N., & Tarule, J. (1997). *Women's ways of knowing*. New York: HarperCollins.

Dewey, J. (2007). *Democracy in education*. Echo Library.

Dewey, J. (1997). *Experience and education*. Chicago: Free Press.

Krathwohl, D. & Smith, N. (2005). *How to prepare a dissertation proposal*. Syracuse, NY: Syracuse University Press.

MacMurray, J. (1998). *Persons in Relation*. London: Humanity Books.

Nichols, S. & Berliner, D. (2007). *Collateral damage*. Cambridge, MA: Harvard Education Press.

Noddings, N. (2005). *The challenge to care in schools*. New York: Teachers College Press.

Rudestam, K. & Newton, R. (2007). *Surviving your dissertation*. London: Sage Publications.

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard Education Press.

Wolcott, H. (2001). *Writing up qualitative research*. London: Sage Publications.