



READ 5306 Foundations of Literacy Spring 2018

READ 5306 is a required course for the Master of Education in Reading/Language Arts and the Reading Specialist Certification.

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

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Office hours: Tuesday 10:00-2:00 (SHSU)
Other times by appointment

Day, time, and location: This class is an asynchronous online course.

Course Description: This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):
Essential: Learning fundamental principles, generalizations, or theories.
Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Textbooks: Cobb, J.B., & Kallus, M.K. (2011). *Historical, theoretical, and sociological foundations of reading in the United States*. Boston, MA: Pearson Education. ISBN # 978-0-13-702039-3

American Psychological Association (2010). *Publication Manual for the American Psychological Association* (6th ed). Washington, D.C.: APA
ISBN # 978-1-4338-0561-5

In addition to the required course readings, graduate students will self-select books and professional journals/articles related to assigned topics.

***TK20 Account* is required for this course for students seeking the Masters in Reading**

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. We will be uploading 1 assignment for READ 5306 and in addition, you may choose assignments to upload to your Online Portfolio for the Masters in Reading program. <https://tk20.shsu.edu/>

Course Format: The content of this course is delivered online utilizing SHSU Online to read and discuss course materials, as well as post weekly assignments. In addition, course concepts are learned through self-study and small group discussions. Evaluation consists of rubrics and feedback for products, discussions, and presentations.

Course Content:

Course overview, technology explanations, and explorations

Historical Foundations of literacy

Theoretical foundations for literacy learning

Critical Literacy

Models of literacy instruction

New Literacies

Research, inquiry, and collaboration

Reading assessment and accountability

Topics to be continued throughout the master's 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
- Selection of course material for final professional portfolio

Course Requirements:

1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

2) **Assignments:**

A. Readings, viewings, postings. This online course is divided into 14 weeks (Saturday through Friday, except for the first week which will be Wednesday through Friday). Class overviews, documents, and assignments can be found on SHSU Online and will be available for reading from the beginning of the semester. Students have specific due dates to either post answers, respond, and reply to colleagues in group discussions or to post specific assignments on Blackboard. The evaluation of these discussion group postings or assignments will be made by the professor using rubrics or checklists. Late, incomplete, or incorrect postings will result in a loss of points (see below).

B. Seminal to Current Research Review. You will research an area of interest to you and identify, read, review, and critique a seminal article on that topic. Then you will identify, read, review, and critique a current article on the same topic. Connections between the two articles including thoughts and/or personal connections based on your beliefs and practices will be included. **This Research Review will be uploaded to your TK20 account.**

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](#)

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 are 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.

Standards Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies
Demonstrates an understanding of theories, processes, and principles of language and literacy development through class discussions, presentations and written projects	Engages in online discussion groups focused on theory and research Evaluates present classroom practices in light of current theory and research Applies theories, processes, and principles to classroom Demonstrates understanding of theories, processes, and principles.	Online discussion rubric Online discussion rubric Classroom change project Written reflections, PowerPoint, written syntheses of readings	TS 2.18k, 4.1k, 4.2k, 4.3k, 4.4k, 4.6k TS 2.10s, 2.11s; 4.1s, 4.2s, 4.3s, 4.8s S 1.1, 2.2, 5.1

Discusses and uses the various models of literacy instruction as evidenced by projects and reflections related to classroom teaching experiences	Evaluates personal approach to teaching in light of models Participates as a member of a group to discuss and investigate literacy instruction Discusses models of reading/writing instruction and practices that reflect those models Discusses and reflects in written assignments understanding of models of reading/writing instruction	Classroom change project Online discussion rubric Online discussion rubric Online discussion rubric	TS 1.19k, 3.1k, 4.6k, TS 4.1s, 4.2s, 4.8s S 5.1
Implements instructional strategies and materials that promote the acquisition of literacy and shares results of this implementation in class discussions and reflections	Participates in online discussions reviewing strategies and sharing ideas Implements instructional strategies and utilizes materials and resources in the classroom that promote literacy learning for all children Completes written reflections and PowerPoint and engages in online discussions regarding understanding of instructional strategies and materials	Online discussion rubric Classroom change project Online discussion and written reflection rubric	TS 1.20k, 1.22k, 4.6k TS 1.24s, 1.48s, 4.1s, 4.2s, 4.3s, 4.8s S 2.2
Demonstrates an understanding of language and culture in the development of literacy	Group discussions Reflects on activities based on constructivist/ Socio-constructivist theories Designs a family literacy event Completes Seminal to Current Research Review	Rubric Rubric/feedback Checklist Rubric	C 4 S 4.1, 4.2 TS 3.1k, 3.2k, 3.3k, 3.4k
Demonstrates an understanding of the importance of sharing knowledge of the field with other professionals, parent groups, and administrators	Designs a family literacy event Letter to principal PowerPoint for teachers	checklist rubric rubric	TS 4.6k; 4.9k, 4.10k TS 4.1s, 4.2s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s

[CAEP Standards](#)

[Texas Standards](#)

Specialty organization standards – [International Literacy Association](#)

Course Evaluation:

Because your active participation is so important in an online course, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by 11:59 pm the day due unless otherwise specifically stated in the description of an assignment.

(All due dates/times are based on **Central Standard Time**.) Submission of work after 11:59 pm (or noon where specified) will be considered late. Late assignments lose 10% of the points for that assignment **for each calendar day** late. All assignments must be completed in order to pass this course. Some assignments will require a self-evaluation to be submitted to the professor (these will be noted when the assignment is presented).

GRADING:	total points
Online Discussions	
10 pts. each x 8	80
(week 1 has two rubrics worth 5pts each)	
Weekly Written Assignments and PowerPoint	
10 pts. each x 13 assignments	130
Seminal to Current Research Review	20
TOTAL	230

Letter grades: A= 230-207 B= 206-184 C= 183-161 160 and below = failing

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

Course Expectations:

It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, uploading documents to Blackboard, adding responses to online discussion threads, creating PowerPoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments (Apple Pages must be saved in Word). It is also necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning technology skills.

For any problems related to technology, please contact the university help-desk as the instructor cannot solve any difficulties students have with technology. The emails and phone numbers of the help-desk are provided in your online course materials at SHSU Online.

Bibliography:

- Au, K. (2002). Multicultural factors and the effective instruction of students of diverse backgrounds. In A.E. Farstrup and S.J. Samuels (Eds.), *What research has to say about reading instruction (3rd ed.)*, p. 392. Newark DE: International Reading Association.
- Cazden, C. (2001). *Classroom discourse: the language of teaching and learning (2nd ed.)*. Portsmouth, NH: Heinemann.
- Church, G.W. (1997). The significance of Louise Rosenblatt on the field of teaching literature. *Inquiry*, 1(1). 71-77.
- Drucker, M.J. (2004). What reading teachers should know about ESL learners. In J. M. Irwin (Ed.), *English learners: Discussion guide and related journal articles* (pp. 15-22). Newark DE: International Reading Association.
- Gee, J. P. (2011). *An introduction to discourse analysis: Theory and method (3rd ed.)*. London: Routledge
- Herber, H. (1994). Professional connections: Pioneers and contemporaries in reading. In R. Ruddell, M.R. Ruddell & H. Singer (Eds.), *Theoretical models and processes of reading (4th ed.)*, pp. 4-21. Newark, DE: International Reading Association.

International Reading Association (2012). *Bibliography: Selected topics in the history of reading and writing*. Retrieved from <http://www.reading.org/Resources/ResourcesByTopic/HistoryofReading/SelectedTopics.aspx>

Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Englewood Cliffs, NJ: Prentice Hall.

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

Wardhaugh, R. (1994). *An introduction to sociolinguistics (2nd ed.)*. Cambridge MA: Blackwell

Calendar of Topics:

WEEKS	TOPICS
Week 1 January 17-19	Introductions and the history of reading before the 20th century
Week 2 January 20-26	Reading in the 20th century
Week 3 January 27-February 2	What is a "text" in the 21st century?
Week 4 February 3-9	Rosenblatt's Transactional Theory of Reading
Week 5 February 10-16	Cognitive, Linguistic and Affective Factors Impacting the Reader
Week 6 February 17-23	Schema Theory
Week 7 February 24-March 2	Contributions from Educational Psychology and Cognitive Theories
Week 8 March 3-9	Inquiry Learning and Social Constructivism
Spring Break March 12-16	
Week 9 March 17-23	Impact of language, culture and identity on reading. Working with second language learners
Week10 March 24-30	Contributions from Sociolinguistics and Psycholinguistics
Week 11 March 31-April 6	The Impact of Community and Society on Literacy
Week 12 April 7-13	New Literacies in the 21st Century
Week 13 April 14-20	Multimodal Texts Assessment & Accountability
Week 14 April 21 (Sat.)-29 (Sun.)	Course wind-down and evaluation Seminal to Current Research Review submitted to Tk20

Calendar of Due Dates:

WEEK	ACTIVITY	TITLE	DUE DATE	TYPE
1	1-1 Part 1	Introductions	Wednesday 1/17	Discussion: Initial posting
1	1-1 Part 2	Response to Introductions	Friday 1/19	Discussion: Response to someone's posting
1	1-2	What you know about reading	Friday 1/19	Written Assignment
2	2-1	How did you learn to read?	Monday 1/22	Written Assignment
2	2-2	20 th century reading	Thursday 1/25	Written Assignment
2	2-3 Part 1	What's the best approach?	Monday 1/22	Discussion: Initial Posting
2	2-3 Part 2	What's the best approach?	Friday 1/26	Discussion: Response to someone's posting
3	3-1	Vocabulary	Thursday 2/1	Written Assignment
3	3-2	Reflection on reading	Thursday 2/1	Written Assignment
4	4-4 Part 1	Rosenblatt's theory	Monday 2/5	Discussion: Initial Posting
4	4-4 Part 2	Rosenblatt's theory	Wednesday 2/7	Discussion: Response to someone's posting
4	4-4 Part 3	Rosenblatt's theory	Friday 2/9	Discussion: Final Posting
5	5-1	Power Point Reader Factors	Monday 2/12	PowerPoint Assignment
5	5-2 Part 1	Choose a question	Monday 2/12	Discussion: Initial Posting
5	5-2 Part 2	Respond to someone	Friday 2/16	Discussion: Response to someone's posting
6	6-1	Questions on Schema Theory	Thursday 2/22	Written Assignment
7	7-1 Part 1	Discussion on Theories	Monday 2/26	Discussion: Initial Posting
7	7-1 Part 2	Discussion on Theories	Wednesday 2/28	Discussion: Response to someone's posting
7	7-1 Part 3	Discussion on Theories	Friday 3/2	Discussion: Final posting
8	8-1	Specific Constructivist Activity	Thursday 3/8	Written Assignment
9	9-2 Part 1	Discussion ELLs	Monday 3/19	Discussion: Initial Posting
9	9-2 Part 2	Discussion ELLs	Friday 3/23	Discussion: Response to someone's posting
10	10-1 Part 1	Sociolinguistics/ Psycholinguistics	Monday 3/26	Discussion: Initial Posting
10	10-1 Part 2	Sociolinguistics/ Psycholinguistics	Wednesday 3/28	Discussion: Response to someone's posting
10	10-1 Part 3	Sociolinguistics/ Psycholinguistics	Friday 3/30	Discussion: Final Posting

11	11-1	Plan for Family Literacy Event	Thursday 4/5	Written Assignment
11	11-2	Synthesis of Morris' main ideas	Thursday 4/5	Written Assignment
12	12-1	Professional Change essay	Thursday 4/12	Written Assignment
12	12-2	Reflection on New Literacies	Thursday 4/12	Written Assignment
13	13-1 Part 1	Assessment & Accountability	Monday 4/16	Discussion: Initial Posting
13	13-1 Part 2	Assessment & Accountability	Friday 4/20	Discussion: Response to someone's posting
13	13-2	Letter to Principal	Thursday 4/19	Written Assignment
14	14-1	Seminal to Current Research Review	Sunday 4/29	Written Assignment and TK20