

RDG 530 FOUNDATIONS OF LITERACY

College of Education Department of Language, Literacy & Special Populations

RDG 530 is a required course for the Masters in Reading and Reading Specialist Certification.

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. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Dr. Joyce K. McCauley
 Teacher Education Center 107C
 P.O. Box 2119/SHSU
 Office phone: (936) 294-3754
 Email: mccauley@shsu.edu
 Office hours: W, 1:00 – 5:00 P.M. at SAM
 T, Th 6:45 – 7:30; 11:30-1:00; 4:00 – 5:00 at Reaves Elem, Conroe, TX
 Other times by appointment

Text/Readings: Routman, R. (2000). Conversations: Strategies for teaching, learning, and evaluating. Portsmouth, NH: Heinemann

(2001) Publication Manual for the American Psychological Association (Fifth Edition). Washington, D.C.: APA

Book chapters and selected journal articles. Many are available on-line or are placed in electronic reserve at the Newton Gresham Library.

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

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
Demonstrates an understanding of theories, processes, and principles of language and literacy development through in-class discussions, presentations and written projects	Engages in online discussion groups focused on theory and research Researches individual theories and collaborates with colleagues to present a learning theory 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 Theory powerpoint presentation Online discussion rubric Classroom change project Philosophy statement	2.18k, 4.1k, 4.2k, 4.3k, 4.4k, 4.6k 2.10s, 2.11s; 4.1s, 4.2s, 4.3s, 4.8s 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 Develops personal philosophy statement Participates as a member of a special interest group to discuss and investigate literacy instruction Discusses models of reading/writing instruction and practices that reflect those models Demonstrates understanding of models of reading/writing instruction	Online discussion rubric Philosophy statement Special Interest Group (SIG) final article Online discussion rubric	1.19k, 3.1k, 4.6k, 4.1s, 4.2s, 4.8s 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 Participates as a member of a special interest group Demonstrates an understanding of instructional strategies and materials	Strategies online discussion rubric Classroom change project Special Interest Group (SIG) final article Online discussion rubric Quiz #2 and #4	1.20k, 1.22k, 4.6k 1.24s, 1.48s, 4.1s, 4.2s, 4.3s, 4.8s 2.2
Discusses and writes reflectively about reading and literacy processes gained from reading professional journals and publications.	Utilizes professional publications in the developing of new strategies for the classroom and creation of class and school presentations. Participates as a member of a special interest group	Classroom change project & powerpoint presentations Special Interest Group (SIG) final article	4.6k, 4.10k 4.1s, 4.2s, 4.3s, 4.8s
Demonstrates an understanding of the importance of sharing knowledge of the field with other professionals, parent groups, and administrators through online and in-class discussions.	Participates in an online discussion of roles of the professional with colleagues Shares powerpoint presentation at a public school for teachers, parents, or administrators	Online discussion rubric School presentation rubric	4.6k; 4.9k, 4.10k 4.1s, 4.2s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s 5.3

Web address for state standards: <http://www.tea.state.tx.us>

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

Course Format:

The content of this course is delivered online utilizing Blackboard and CD mini-presentations. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group PowerPoint presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Course Content:

Course overview, technology explanations and explorations, beginning reflections
Theoretical foundations for literacy learning
Roles of the professional
Philosophy of teaching
Models of literacy instruction
Literature Programs
Non-fiction in literacy programs
Research, inquiry, and collaboration
Writing Programs

Topics to be continued throughout the masters 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 (Monday through Sunday). Several lectures to be viewed can be found on the DVD that is mailed to each student or posted on the website. Class overviews, documents, and assignments can be found on Blackboard and will be available for reading the weekend prior to actual due dates. Students have specific due dates to either post answers and responses on Blackboard to colleagues or to email specific assignments to the instructor/professor. The evaluation of these postings and responses will be made by the instructor/professor utilizing the Online Discussion Rubric. Late, incomplete, or incorrect postings will lose Professionalism points (see below).
- C. Theory Presentation** – a powerpoint presentation on an assigned theorist
- D. Special Interest Group Report** – an inquiry project focused on a topic in literacy
- E. Professional Change Project** – an account of pedagogical changes made that reflect the candidate's learning from this course
- F. School Presentation** – a sharing of knowledge in the field of literacy at a public school to teachers, parents, or administrators.
- G. Philosophy Statement** – a written paper explaining your beliefs regarding the literacy processes and instructional practice.

Evaluation

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. (NOTE: All due dates/times are based on Central Standard Time.) Submission of work after midnight will be considered late. All assignments must be completed in order to pass this course.

--Late assignments with rubrics lose a percentage of the points for that assignment: After one day -- one-third of the points; Two days -- one-half of the points. No assignments earn points after the second day, but must be completed.

--Late readings, viewings, or postings subtract from Professionalism points. One day -- minus 3 points; Two days -- minus 5 points; After two days -- minus 8 points.

--Rewrites: Any assignment that needs to be rewritten for content and/or grammar/mechanics will lose 5 points per section.

GRADING:	total points
Professionalism/participation	50
Assignments:	
Theory Presentation (Group score)	30
Special Interest Group (Group score)	30
Professional Change Project	20
Philosophy statement	10
Theory School Presentation	10
TOTAL	150

Letter grades: A= 135-150 B= 120-134 C= 105-119

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

Expectations

Technology requirements: It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, 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. 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 also 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 the technology skills.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Religious Holy Days Policy

In order to be excused from a scheduled posting for a religious holy day, students must present, within the first 15 days of the semester, a written statement describing the holy day. Work missed must be completed (with written agreement of the professor) within a reasonable time after the absence.

Bibliography of required and suggested readings:

- Allington, R., & Walmsley, S. (1995). *No quick fix*. New York: Teachers College Press.
- Au, K. (1997). Literacy for all students: Ten steps toward making a difference. *The Reading Teacher*, 51,
- Burke, J. (1991). What will my students remember? *Educational Leadership*, 49, 96-99.
- Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49, 182-190.
- Chall, J. (1997). *Learning to read: The great debate*. New York: McGraw-Hill.
- Mathewson, G. (1994). Model of attitude influence upon reading and learning to read. In R. Ruddell, M. Ruddell & H. Singer (Eds.), *Theoretical models and processes of reading* (pp. 1131-1161). Newark: International Reading Association.
- Routman, R. (1988). *Transitions*. Portsmouth, NH: Heinemann.
- Routman, R. (1991) *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann.
- Routman, R. (1996). *Literacy at the crossroads*. Portsmouth, NH: Heinemann.
- Smith, J.K., & Smith, L.G. (1994). *Education today: The foundations of a profession*. (231-259)
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard Press.
- Whitehead, A. (1929). *The aims of education and other essays*. New York: The Free Press.