

**RDG 730 CURRENT PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF LANGUAGE
AND LITERACY**

RDG 730 is a required course for the Doctorate in Literacy

College of Education

Department of Language, Literacy & Special Populations

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.

Course Description: The major focus of this course provides candidates with information on how theoretical models and processes of reading and writing and how that impacts on instruction. Using the theories and models of Cognitive-Processing, Dual-Coding, Sociocognitive-Processing, Transactional, Attitude-Influence, and Individual-Environmental, candidates will explore literacy education. This knowledge base provides candidates with a theoretical lens. They will use this lens as they interpret course material throughout the rest of their program of study.

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Text/Readings: Ruddell, R., Ruddell, M., & Singer, H. (2004). *Theoretical Models and Processes of Reading* (Fifth Edition). Newark, DE: International Reading Association.
Tracey, D.H., & Morrow, L.M. (2006). *Lenses on reading: An introduction to theories and models*. NY: Guilford Press.

Recommended: Harris, T. & Hodges, R. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.

*Most current edition of the American Psychological Association style manual.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <i>IRA Standards</i>
Demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction; knowledge of reading research and histories of reading	<ul style="list-style-type: none"> • Write a paper examining a critical literacy issue through the lens of literacy theory/model • Engage in class discussions of relevant topics 	<ul style="list-style-type: none"> • Paper • Class discussions and self-evaluation. 	1.1, 1.2 Knows a wide range of theories and how they relate to a range of classroom practices and materials. Candidates can summarize empirical evidence related to these foundational theories. Candidates conduct and publish research and contribute to the development of the knowledge base.
Display positive dispositions related to reading and continue to pursue the development of professional knowledge and dispositions	<ul style="list-style-type: none"> • Write a paper examining a critical literacy issue through the lens of literacy theory/model • Engage in class discussions of relevant topics 	<ul style="list-style-type: none"> • Paper • Observation and self-evaluation • 	5.1, 5.2 Read, compare and contrast articles in professional journals and other publications.
Work with colleagues to observe, evaluate and provide feedback on each other's practices.	<ul style="list-style-type: none"> • Shadow a professional project 	<ul style="list-style-type: none"> • Rubrics • Reflection 	5.3 Relate research and use reflection to engage in dialogue with other professionals in observation, evaluation and feedback activities.

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

Course Format:

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

1. Explore the variety of learning theories and models of processing found to most often impact literacy acquisition and affect literacy issues.
2. Use these theories and processes to examine current issues focused on literacy acquisition and issues.

3. Explore the role of the profession as it relates to literacy and literacy issues.
4. Discuss the role of policy makers, community activists, parents and the media in current literacy issues.

Course Content:

Course overview,

Overview of historical literacy learning theory and processes

The role of the professional in literacy issues

Cognitive-Processing Models and Theories

Sociocognitive-Processing Models and Theories

Transactional Model and Transactional-Sociopsycholinguistic models and theories

Attitude-Influence Models and theories

Critical Pedagogy

Dissension, Tension and the Models of literacy

Language Processes

Programs of instruction - balanced literacy, holistic and phonics

Emergent and developmental literacy

Comprehension, Reader response and Metacognition

Assessment

Social Context and Culture

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
- Selection of course material for portfolio

Course Requirements:

1. **Discussion and Attendance:** Each class the readings will be discussed. Attendance is expected for these discussions. When discussions are conducted online instead of face-to-face, quality and timely entries are expected. Specific articles will be read and the discussion led by a student "expert". For online discussions, the expert should post a summary of the article, questions to be considered, and lead the discussion. Students will be expected to participate in the discussion of their chosen article and should visit the discussion forums for the other articles. While it isn't required that you comment on articles not read, you may certainly feel free to do so. The *Lens* text will help explain some of the readings. Use it to examine what others have to say about the topic being read. Group discussions of the articles done online should happen by 8:00 pm of the class day. Summaries by group leaders should be posted within 60 hours. You will email me the 2

article numbers from each of the assigned topics you wish to read and from the group, I'll choose who will be the leader. Each of you will lead three group discussions either online or in class. The summaries should be brief. Everyone has access to the articles and can read those whose summaries spark an interest.

2. **Model/Theories and Power Point Presentation:** As a class we will discuss each of the theories/models highlighted in the course content (above). Each of you will be expected to be the resident experts for a particular theory/model. **Working in pairs** prepare and present a Power Point to the class detailing the theory/model and lead the discussion that night. The *Lens* text can be used to further substantiate and support the theory or model presented. I'll demonstrate the Landscape Model at our first meeting.
3. **Critical Question Paper and Presentation:** After participating in group discussions over the theories and processes related to literacy acquisition, choose a critical question for further examination. Write a paper that examines the question at an initial level of understanding. The paper should be written in APA format and be a comprehensive look at the critical question. The lengths of papers are highly dependent on the chosen topic, but generally are 12-20 pages in length and contain over ten citations.
4. **Shadow a Professional:** Spend a day (or a few hours) with a curriculum level administrator or faculty member at a university or community college. Write a reflection of your experiences. After you finish the reflection come prepared to share a few thoughts on the experience with your classmates.

Evaluation (* indicates field-based activity):

Readings Discussion	75 pts
Paper	100 pts
Shadow a professional	25 pts
Total Points:	200 pts

A= 180-200	B= 160-179	C= 140-159
90%-100%	80%-89%	70%-79%

Expectations:

Given the heavy emphasis on discussion and engagement, attendance is a requirement.

Policies

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/> **Academic Dishonesty:**

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* **Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process. **Student Absences on Religious Holy Days:** Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.* **Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.* **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. Students wishing to audit a class must apply to do so through the Registrar's Office.

Bibliography:

Other titles you might find interesting.

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- Berliner, D. & Biddle, B. (1995). *The Manufactured Crisis: Myths, Fraud, and the Attack On America's Public Schools*. New York: Longman.
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- Dewey, J. (1900). *The School and Society: The Child and the Curriculum*. Chicago:
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- Fishman, S. & McCarthy, L. (1998). *John Dewey and the Challenge of Classroom Practice*. Cambridge, MA: Harvard Press
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- Shannon, P. (1994). *Reading Poverty*. Portsmouth, NH: Heinemann.
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