

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.

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 By Appointment

Text/Readings: Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating.* Portsmouth, NH: Heinemann **(Required)**
 (2001) *Publication Manual for the American Psychological Association* (Fifth Edition). Washington, D.C.: APA **(Required for Masters program)**
 Tracey, D.H., & Morrow, L.M. (2006). *Lenses on reading: An introduction to theories and models.* NY: Guilford Press. **(Required)**

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 discussion groups both face-to-face and online 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.	discussion rubric Theory powerpoint presentation 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 <i>1.1, 1.5, 1.6, 1.7, 2.2, 5.1, 16.3</i>
Compare and contrast current and historical perspectives of the nature, purposes, and approaches to the teaching of literacy	Engages in discussion groups about current & historical perspectives on literacy	discussion rubric	4.6k 4.1s, 4.8s <i>2.10, 2.11</i>

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 online 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	discussion rubric Philosophy statement Special Interest Group (SIG) final article discussion rubric Philosophy statement	1.19k, 3.1k, 4.6k, 4.1s, 4.2s, 4.8s 2.5, 5.1, 12.2
Implements instructional strategies and materials that promote the acquisition of literacy and shares results of this implementation in class discussions and reflections	Participates in 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	Classroom change project Special Interest Group (SIG) final article	1.20k, 1.22k, 4.6k 1.24s, 1.48s, 4.1s, 4.2s, 4.3s, 4.8s 2.4, 2.6, 2.13, 5.2, 7.3, 12.2, 16.2, 16.3
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	Online discussion rubric	4.6k; 4.9k, 4.10k 4.1s, 4.2s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s

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 face-to-face and online utilizing Blackboard. 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

History of reading instruction

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. Attendance/Participation. Given the interactive nature of this course, candidates are expected to be present and prepared for the course discussions. These discussions may be online or face-to-face. Discussions will be evaluated with a self-evaluation rubric.

2. Theory Presentation. In pairs, or working individually if you wish, a) select a theorist from a provided list that has helped shape your literacy philosophy; b) research the theorist's influences and history; c) read and review works written by the theorist; d) document the theorist's influence on others (current researchers, theorists, etc.). We want to learn as much about this person as possible – biographical information, where they went to school, with whom they studied, what major works did they write, why are they such important people in the field of literacy, etc. The end product, a Power Point presentation and handout, will help you shape your response to the literacy philosophy and Professional Change portion of this class. We will share what we've learned in a 20-30 minute presentation.

3. Special Interest Group Report. In small groups, using the Discussion forum on our Blackboard Web page, participate in a discussion/resource sharing session with your colleagues. Toward the end of the semester, your SIG will share this information with your colleagues in the other SIGs. You will do this using the Kathy Au article entitled "Literacy for all students: Ten steps toward making a difference" as a model. Notice the organizational structure. You will use this structure as the format for your final report. Specific instructions will be given, along with the rubric for assessment. The SIG topics will be generated from a concerns list generated during the first class. These discussions may help you complete the Professional Change project, Philosophy statement.

4. Professional Change Project. This is a classroom/workplace-based project that will allow you to apply your growing understanding of effective classroom literacy practices. You may want to use the conversations in your SIG groups to help you conceptualize an area where you need to do something differently in order to help your students be successful or your professional interactions to be more beneficial. You may want to use the works of your literacy expert to help you formulate a response to your problem. Specific information on assignment expectations will be given along with a rubric for assessment.

5. Philosophy Statement. A written paper that explains your beliefs regarding the literacy processes and instructional practice. The theory presentations and expert discussions should help you with this assignment. This paper must be included in the masters' portfolio, which will serve as the capstone evaluation of your master's degree program (If you are seeking a master's degree in reading). A rubric and further discussion on this assignment will take place later in the course.

6. 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 be completed in a timely and professional manner according to the attached calendar. Attendance at one professional conference (SHARC, TAIR, Region VI) is required.

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

Evaluation (*indicates a field-based activity):

Professionalism/Participation	20 points
Theory Presentation	15
Special Interest Group*	20
Professional Change Project*	20
Philosophy Statement	25

Total **100**

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

Expectations:

Technology requirements: It is expected that graduate students who register for this course, either online or face to face, must 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.

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).

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.