

**Foundations of Literacy Education
Fall 2018**

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COURSE INFORMATION

Masters level: RED 5300-001: Foundations of Literacy [CRN 17274]
3 credit hours
Meets Wednesdays, 5:30-8:20pm, EDUC 312

COURSE DESCRIPTION

This course serves as an introduction to the study of literacy for K-12 educators, adult educators, reading teachers, and other literacy professionals. This course incorporates the Standards for English Language Arts. Students will learn the historical, social, cognitive, and critical knowledge needed to teach literacy in schools and classrooms. Special emphasis is placed on literacies of the U.S.-Mexico border and the literacy education of emergent bilinguals/English language learners.

COURSE OBJECTIVES

The course aligns with Standards I and IV of the Texas Reading Specialist (TRS) certification standards and Domains I, II, & III of the Texas Master Reading Teacher (MRT) certification standards. These standards and domains that are covered in this course include:

- Understanding the theoretical foundations of literacy (TRS Standard IV);
- Planning and implementing developmentally appropriate, research-based reading/literacy curricula for all students (TRS Standard IV);
- Applying knowledge of the interrelated components of reading across the developmental stages of oral and written language (TRS Standard I; MRT Domains I & II, Standard I);
- Designing and implementing reading instruction that reflects state content and performance standards and addresses the varied learning needs of all students (MRT Domain III, Standard III);

This course is also aligned with the aims of the UTEP Edge initiative, which include:

- Providing learning opportunities to develop students' *communication* and *critical thinking* skills, as well as engender sense of the *social responsibility* students undertake as educators of youth and adults in the El Paso borderland region.

STUDENT LEARNING OUTCOMES

Through participation in this course, students will:

- (1) Understand literacy and literacy learning from an ecological perspective that includes historical, social, cognitive, and critical aspects;
- (2) Compare the functions, forms, and practices of literacy found in school, home, and community contexts;

- (3) Understand literacy development among learners of different age groups over the lifespan (early childhood, childhood, adolescents, adults);
- (4) Investigate the social, political, economic, and historical contexts that shape schooling and literacy education specifically;
- (5) Develop and refine their own philosophy of literacy teaching and learning;
- (6) Contrast oral and written language and describe the inter-relationship between them;
- (7) Explore and describe the print, multi-modal, and digital forms of literacy found in bilingual communities on the U.S.-Mexico border and other linguistically and culturally diverse settings;
- (8) Understand writing as a process and one that improves through that process by working collaboratively with peers in brainstorming research paper topics, clarifying ideas, and providing substantive feedback on drafts;
- 10) Use APA Style correctly in their writing;
- 11) Analyze instructional materials and approaches used in the teaching of literacy;
- 12) Develop integrated lesson plans that put theories of language and literacy teaching into practice;
- 13) Combine integrated lesson plans into a broader unit of inquiry and align and analyze this unit of inquiry using course readings and other research on literacy teaching and learning.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due (in addition to readings)
1	Aug 29	Introductions, Introduction to the course	
2	Sept 5	Philosophies of (literacy) teaching and learning	RR1
3	Sept 12	What is literacy? What is a theory?	RR2
4	Sept 19	Early and behavioral lenses on reading	RR3; Photo assignment
5	Sept 26	Constructivist and developmental lenses on reading; Literacy for youth with disabilities	RR4; Photo captions assignment
6	Oct 3	Physiological and affective lenses on reading	Philosophy paper 1 st draft
7	Oct 10	Conditions and consequences of poverty	
8	Oct 17	Social learning lenses	
9	Oct 24	Research on language and literacy for emergent bilingual students	Philosophy paper 2 nd draft
10	Oct 31	Learning to read, write, and spell in English; Writing to learn English across the curriculum	Integrated lesson plan #1
11	Nov 7	In school and out of school literacies	
12	Nov 14	Critical literacy	Integrated lesson plan #2
13	Nov 21	Multicultural and diverse literature	
14	Nov 28	Multiliteracies	
15	Dec 5	Wrap up; Final presentations	In-class presentations; Unit of Study paper due 12/11

COURSE REQUIREMENTS

Class attendance, participation, and in-class activities (11%): Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. You are expected to attend all class sessions. You are expected to be prepared to discuss the assigned readings for each class session. Your participation will be evaluated on the extent to which you display your engagement with, and understanding of, course materials. To participate you don't need to be right, but you need to demonstrate thoughtful consideration of the course materials and engagement with your classmate's comments and class activities. You will receive 1 point for each class session in which you arrive on time and demonstrate deep engagement with the material, your colleagues, and class activities.

Reading response assignments (24%): In order to deeply engage with our course readings, you will write brief written responses to these readings for each our class sessions using the writing prompts I give you as a guide. These writing prompts appear in the course schedule of the syllabus and on our Blackboard site, under the Discussion Board link on the left side of the page. These reading responses should be no more than 300 words. You should address all of that week's readings in your response. **Reading responses should be posted to the Discussion Board on Blackboard and you should bring a printed copy of your response with you to class.** Reading responses are due to be posted to our Blackboard site **by noon on the day of class.** For the online class on the 31st of October, your reading responses can be posted by 5:30pm. Cite all readings with APA-style in-text citations but do not waste any of your words with direct quotes (1 to 2-word terms or phrases are ok). Include full bibliographic references at the bottom of each reading response (these are not included in the word limit).

Photovoice assignment (5%): For this assignment, you will be using photographs as texts to tell me, the instructor, and our class about you. You will be provided a focal question in class and you will use this question to take photographs that document your life experiences with literacy. You will be graded both on the submission of your photographs (due to Blackboard by noon on September 19th) and the captions to you add to your photographs (due to Blackboard by noon on September 26th). More information on the requirements of this assignment, as well as a rubric for it, will be provided in class.

Philosophy of literacy teaching and learning paper (10%): This course provides an overview of different philosophies and theories of language and literacy practice, teaching, and learning. In-class writing activities will ask you to begin thinking about you own philosophies and theories about language and literacy practice, teaching, and learning. You will use these artifacts, as well as your analysis of course texts, to develop a longer 5 to 7-page philosophy of teaching and learning paper. The first draft of this paper will be due by midnight on October 3rd. You will receive feedback and use this feedback to revise your paper. The final revision is due by midnight on October 24th. More information on the requirements of this assignment, as well as a rubric for it, will be provided in class. *This assignment will become part of your culminating portfolio for the M.Ed. Literacy Education program. Please be sure to retain your copy after this course ends.

Integrated lesson plan assignments (2 X 10 pts. each) (20%). In order to apply your understandings of course materials, you will develop two different integrated lesson plans for ELAR students (grades 4-8) that address the needs of learners at varied developmental reading and writing levels. These lesson plans will each be oriented towards a TEKS standard, they will involve both reading and writing activities, and they will incorporate multicultural and/or diverse texts. These lesson plans will be due on October 31st and November 14th. You will receive feedback on both of these lesson plans and you will use this feedback to make changes and resubmit these lesson plans as part of the Unit of Study paper that will be due at the end of the course. More information on the requirements of these assignments, as well as rubrics for them, will be provided in class. *This assignment will become part of your culminating portfolio for the M.Ed. Literacy Education program. Please be sure to retain your copy after this course ends.

Unit of study paper (20%): For your final course assignment, you will develop a Unit of Study paper that presents a framework for situating your integrated lesson plans (which you will revise and include here) into a larger unit of study that is guided by an overarching inquiry question. This assignment is a paper that presents an academic discussion of a broader inquiry unit of study that you will develop. While you do not have to develop multiple lesson plans for the different components of this unit of study, you will need to provide an overview of it and justify the decisions you made in developing the unit using scholarly texts from, but not limited to, our course. This paper (not including the revised integrated lesson plans to be submitted with it) will be between 10-12 pages and it will be due by midnight on December 11th. More information on the requirements of this assignment, as well as a rubric for it, will be provided in class.

In-class presentation of integrated lesson plan (10%): On the last day of class (December 5th) you will give a brief presentation on your integrated lesson plan. This presentation will provide a broad overview of your lesson plan, and it will involve engaging the class in one integral component of your lesson plan. More information on the requirements of this presentation, as well as a rubric for it, will be provided in class.

GRADING SUMMARIES

Assignment	Points
Class attendance and participation	11
Reading responses (8 @ 3 pts each)	24
Photovoice assignment	5
Philosophy of literacy teaching and learning paper	10
Integrated lesson plan assignments (2 X 10 pts. each)	20
Unit of study assignment	20
Final presentation of lesson plan, unit of study	10
Total points	100

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

COURSE MATERIALS

Required:

Tracey, D.H. & Morrow, L.M. (2017). *Lenses on reading: An introduction to theories and models*. New York: The Guilford Press.

Lems, K., Miller, L.D., & Soro, T.M (2017). *Building literacy with English language learners: Insights from linguistics*. New York: The Guilford Press.

Additional readings are posted on Blackboard (and marked on the syllabus with BB). Readings will be discussed on the day for which they are listed. That is, please read the day's readings in advance of that class session.

Recommended:

Hinchman, K.A, Appleman, D.A. (Eds.) (2017). *Adolescent literacies: A handbook of practice-based research*. New York: The Guilford Press.

Vasquez, V.M. (2014). *Negotiating critical literacies with young children*. New York: Routledge. [Available through the UTEP library as an e-book]

Oh, E. (Ed.) (2018). *Flying lessons and other stories*. New York: Yearling Publishers.

Bibliography of Blackboard readings:

Alim, H.S. & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H.S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-21). New York: Teachers College Press.

Barton, D. (2007). *Literacy: An introduction to the ecology of language (2nd edition)*. New York: Blackwell Publishing.

Chandler-Olcott, K., Duffy, M., & Robertson, J.M. (2017). What research says (and doesn't say) about literacy for youth with disabilities. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 93-109). New York: The Guilford Press.

Fitzgerald, J. (2017). How practice-based research informs adolescent English language learners' composing and compositions. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 357-378). New York: The Guilford Press.

Haddix, M., Garcia, A., & Price-Dennis, D. (2017). Youth, popular culture, and the media: Examining race, class, gender, sexuality, and social histories. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 21-37). New York: The Guilford Press.

Heath, S.B. (1994). What no bedtime story means: Narrative skills at home and school. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 73-95). Philadelphia: The Open University.

Hyde, K. (2005). Portraits and collaborations: A reflection on the work of Wendy Ewald. *Visual Studies*, 20(2), 172-190.

Kalantzis, M., Cope, B., Chan, E., Dalley-Trim, L. (2016). Introduction: The work of learning and teaching literacies. In M. Kalantzis, B. Cope, E. Chan, & L. Dalley-Trim, *Literacies (2nd Edition)*, (pp. 1-16). Melbourne, Australia: Cambridge University Press.

- Kinloch, V., Burkhard, T. & Penn, C. (2017). Beyond school: Examining out-of-school literacies and counternarratives of adolescent learners. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 61-77). New York: The Guilford Press.
- Mariani, M. (2017, July 13). The neuroscience of inequality: Does poverty show up in children's brains? *The Guardian*. Retrieved from https://www.theguardian.com/inequality/2017/jul/13/neuroscience-inequality-does-poverty-show-up-in-childrens-brains?CMP=share_btn_link
- Martinez, D.C. & Aldana, U.S. (2017). Emergent bilingual youth in U.S. secondary schools. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 78-92). New York: The Guilford Press.
- McDaniel, C. (2004). Critical literacy: A questioning stance and the possibility for change. *The Reading Teacher*, 57(5), 472-481.
- O'Reilly, M.R. (1993). *The peaceable classroom*. New York: Heinemann. Selected pages.
- Pacheco, M. & Gutiérrez, K. (2009). Cultural-historical approaches to literacy teaching and learning. In C. Compton-Lilly (Ed.), *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 60-77). MOLL
- Puzio, K., Keyes, C., & Jiménez, R.T. (2017). Let's translate! Teaching literacy concepts with English language learners. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 276-291). New York: The Guilford Press.
- Riley, K. & Crawford-Garrett, K. (2016). Critical texts in literacy teacher education: Living inquiries into racial justice and immigration. *Language Arts*, 94(2), 108-111.
- Shannon, P. (2014). *Reading poverty in America*. New York: Routledge.
- Smith, M.W., Wilhelm, J.D., & Fransen, S. (2017). The power of fostering pleasure in reading. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 169-181). New York: The Guilford Press.
- Smith-Buster, E. (2016). Social justice literature and writing: The case for widening our mentor texts. *Language Arts*, 94(2), 94-107.
- Stuckey, J.E. (1990). *The violence of literacy*. New York: Heinemann.
- Thomas, E.E. (2016). Stories still matter: Rethinking the role of diverse children's literature today. *Language Arts*, 94(2), 112-119.
- van der Valk, A. (2016). Questioning Payne. *Teaching Tolerance*, 52. Retrieved from <https://www.tolerance.org/magazine/spring-2016/questioning-payne>
- Vasquez, V.M. (2014). *Negotiating critical literacies with young children*. New York: Routledge.
- Winn, M.T (2013). Towards a restorative English education. *Research in the Teaching of English*, 48 (1), 126-135.
- Wissman, K. (2017). "No more paperwork!": Student perspectives on multimodal composing in response to literature. In K.A. Hinchman & D.A. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 257-276). New York: The Guilford Press.

Bibliography of children's books used in class activities:

- Brown, M. & Parra, J. (2017). *Frida Khalo and her animalitos*. New York: NorthSouth Books.
- Elliott, Z. & Wong, P. (2017). *Benny doesn't like to be hugged*. Createspace Independent Publishing Platform.
- Gonzalez, M. & Amini, M. (2017). *Yo soy muslim*. New York: Salaam Reads / Simon & Schuster Books for You.
- Phi, B. & Bui, T. (2017). *A different pond*. Mankato, MN: Capstone Young Readers.
- Schwartz, J. & Smith, S. (2017). *Town is by the sea*. Toronto, CA: Groundwood Books.
- Winter, J. (2017). *The world is not a rectangle*. San Diego: Beach Lane Books.

Winter, J. & Innerst, S. (2017). *Ruth Bader Ginsberg: The case of RBG vs. inequality*. New York: Harry Abrams Publishers.

COURSE SCHEDULE: READINGS & ASSIGNMENTS

- Week 1** **Introductions, Introduction to the course**
Aug 29 **In-class**
 Overview of the syllabus and the course
- Week 2** **Philosophies of (literacy) teaching and learning**
Sept 5 **Read**
 Alim & Paris, Ch. 1 (BB)
 O’Reilley (BB)
 Stuckey (BB)
 Winn (BB)
Due
 RR #1
- Week 3** **What is literacy? What is a theory?**
Sept 12 **Read**
 Tracey & Morrow, Ch. 1
 Barton, Ch. 2 (BB)
Due
 RR #2
- Week 4** **Early and behavioral lenses on reading**
Sept 19 **Read**
 Tracey & Morrow, Chs. 2 & 3
Due
 RR #3
 Photos documenting your practice/teaching/learning of literacy lives
- Week 5** **Constructivist and developmental lenses on reading; Literacy for youth with disabilities**
Sept 26 **Read**
 Tracey & Morrow, Chs. 4 & 5
 Chandler-Olcott, Duffy, & Robertson (BB)
Due
 RR #4
 Captions for your photos documenting your practice/teaching/learning of literacy lives
- Week 6** **Online class: Physiological and affective lenses on reading**
Oct 3 **Read**
 Tracey & Morrow, Chs. 6 & 7
 Mariani (BB)
Due
 RR #5
 Philosophy of literacy teaching and learning paper (draft 1)

Week 7 Conditions and consequences of poverty

Oct 10

Read

Shannon (BB)
van der Valk (BB)

Due

RR #6

Week 8 Social learning lenses

Oct 17

Read

Tracey & Morrow, Ch. 8
Barton, Ch. 3 (BB)
Pacheco & Gutiérrez (BB)

Due

RR #7

Week 9 Research on language and literacy development for emergent bilingual students

Oct 24

Read

Lems, Miller, & Soro, Ch. 1-2
Martinez & Aldana (BB)

Due

RR #8

Philosophy of Teaching and Learning paper (final draft)

Week 10 Online class: Learning to read, write, and spell in English; Writing to learn English across the curriculum

Oct 31

Read

Lems, Miller, & Soro, Ch. 4-9
Fitzgerald (BB)
Puzio, Keyes, & Jiménez (BB)

Due

RR #9

Integrated lesson plan #1

Week 11 In school and out of school literacies

Nov 7

Read

Heath (BB)
Kinloch, Burkhard, & Penn (BB)

Due

RR #10

Week 12 Critical literacy

Nov 14

Read

McDaniel (BB)
Vasquez (BB)

Due

RR #11

Integrated lesson plan #2

Week 13 Online class: Multicultural and diverse literature

Nov 21 **Read**
Haddix, Garcia, & Price-Dennis (BB)
Smith, Wilhelm, & Fransen (BB)
Smith-Buster (BB)
Riley & Crawford-Garrett (BB)
Thomas (BB)
Selected stories from *Flying Lessons and Other Stories* (BB)

Week 14 Multiliteracies

Nov 28 **Read**
Lems, Miller, & Soro, Ch. 10
Hyde (BB)
Kalantzis, Cope, Chan, Dalley-Trim (BB)
Wissman (BB)
Selected stories from *Flying Lessons and Other Stories* (BB)
Due
RR #12

Week 15 Wrap up; Final presentations of integrated lesson plan/Unit of study paper

Dec 5 **Due**
In-class final presentations on Unit of Study paper
Unit of Study paper due by midnight on December 11th

POLICIES & PROCEDURES

Attendance and participation: Your attendance and active participation are vital to this course. The Teacher Education Department considers missing two weeks of class as excessive and grounds for being dropped from the course.

Electronic devices in class: Engagement with each other in class discussions is of the highest importance. Do not use electronic devices in class in such a way that it may give someone the impression that you are not listening to them. No device should make noise. Texting is prohibited, as is using the phone in your lap, under the table. Phones, laptops, tablets may be used only to access course reading or to take notes (and it must be clear to all around you that those are the activities you are engaged in) and when explicitly allowed for small-group in class activities that require them. If you have an emergency that requires your attention on your phone, tell me and others so that we know that is why you are distracted. If it appears that you are not engaged in class because of a device, I will call you out. Be prepared for that.

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with

a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or reoaa@utep.edu.

Students with disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

****Please not that this syllabus is subject to change and/or adjustments.****