Foundations of Literacy Education
Fall 2017

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Office hours: Tuesdays 3-5:10pm and by appointment

COURSE INFORMATION
Masters level: RED 5300-001: Foundations of Literacy [CRN 18559]
3 credit hours
Meets Tuesdays, 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’ leadership, 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;
9. Produce a 12-15-page thesis-driven research paper on a topic chosen by the student related to literacy instruction or policy;
10. Use tools for online literature research, including library databases;
11. Use APA Style correctly in their writing;
12. Communicate findings from a semester-long research project into a concise, coherent, and engaging oral presentation;
13. Analyze instructional materials used in the teaching of literacy.

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due (in addition to readings)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Introductions, Introduction to the course</td>
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<tr>
<td>2</td>
<td>Sept 5</td>
<td>What is a theory?</td>
<td>RR1</td>
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<tr>
<td>3</td>
<td>Sept 12</td>
<td>Historical perspectives: The different purposes of schooling</td>
<td>Asgn 1</td>
</tr>
<tr>
<td>4</td>
<td>Sept 19</td>
<td>Early and behavioral lenses on reading</td>
<td>RR2</td>
</tr>
<tr>
<td>5</td>
<td>Sept 26</td>
<td>Constructivist and developmental lenses on reading</td>
<td>RR3</td>
</tr>
<tr>
<td>6</td>
<td>Oct 3</td>
<td>Physiological and affective lenses on reading</td>
<td>Asgn 2</td>
</tr>
</tbody>
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REQUIRED COURSE MATERIALS


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.

COURSE REQUIREMENTS AND GRADING RUBRICS

*Class attendance, participation, and in-class activities (13%)*

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. (Student Learning Objectives 1-3, 6, 7, 8, 13)

Reading responses (24%)
You will write brief written responses to course readings for 8 of our class sessions. The course schedule lists 8 different guiding questions I have developed that you should use to reflect on the course readings. Unless otherwise indicated, these reading responses should be no more than 300 words. Cite all readings with APA-style in-text citations but do not waste any of your words with direct quotes (1-2 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). Reading responses should be posted to Blackboard by 4:30pm on the day of class. (Student Learning Objectives 1-4, 6, 7)

Class assignments (10%)
There are five course assignments throughout the semester that are designed for you to connect course themes and topics to our borderland context and to literacy policy and practice outside of our classroom. Each course assignment is described in detail and listed in our course schedule. You should come to class with the materials outlined in these assignments and prepared to articulate your understanding of the connection of these assignments to the respective week’s focus of study. (Student Learning Objectives 1, 3, 4)

Research paper proposal (5%)
The final paper for this course will be a 12-15 page research paper on a subject of interest to you that is related to literacy education or policy. In preparation for this final paper, you will submit a 2-3 page final paper proposal with a brief annotated bibliography. This proposal should include the following elements: a research question, an explanation of the origin of the question, a statement of the problem or purpose, a preliminary thesis, a brief annotated bibliography of 5 relevant sources. A rubric for this assignment will be provided in class. (Student Learning Objectives 1, 8-11)

First draft of research paper (10%)
Because writing is a process, and one that benefits from feedback at multiple stages in this process, you will submit a first draft of your final research paper for feedback from your instructors and your classmates. More information on the requirements of this paper, as well as a rubric for it, will be provided in class. (Student Learning Objectives 1, 8-11)
Research paper (20%)
You will write a 12-15 page research paper on a subject of interest to you that is related to literacy education or policy. There will be several in-class activities throughout the semester to support you in identifying a topic and developing this final research paper. More information on the requirements of this paper, as well as a rubric for it, will be provided in class. (Student Learning Objectives 1, 8-11)

In-class presentation of research paper (5%)
On the last day of class each of you will give a brief presentation on your final research paper. More information on the requirements of this presentation, as well as a rubric for it, will be provided in class. (Student Learning Objective 12)

Revised philosophy of literacy teaching and learning paper (13%)
This course provides an overview of the different theories and models that have guided literacy instruction in schools. In-class writing activities at the beginning of the year required you to begin thinking about your philosophy of teaching and learning. Reflecting on these initial in-class writing activities and connecting them to the different theories and models we will have covered in the course will allow you to see how your understandings of literacy learning and instruction have developed over the semester. This philosophy of teaching and learning paper will be due by 5pm on December 12th. More information on the requirements of this paper, as well as a rubric for it, will be provided in class. (Student Learning Objectives 1, 3, 5)

GRADING SUMMARIES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>13</td>
</tr>
<tr>
<td>Reading responses (8 @ 3 pts each)</td>
<td>24</td>
</tr>
<tr>
<td>Class assignments (5 @ 2 pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Research paper proposal</td>
<td>5</td>
</tr>
<tr>
<td>First draft of the research paper</td>
<td>10</td>
</tr>
<tr>
<td>Research paper</td>
<td>20</td>
</tr>
<tr>
<td>In-class presentation of research paper</td>
<td>5</td>
</tr>
<tr>
<td>Revised philosophy of teaching and learning paper</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
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</tbody>
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A = 90-100
B = 80-89
C = 70-79
READINGS & ASSIGNMENTS

Week 1  Introductions, Introduction to the course  
Aug 29  In-class  
Overview of the syllabus and the course

Week 2  What is a theory?  
Sept 5  Read  
Tracey & Morrow, Ch. 1  
Due  
Reading response #1

Week 3  Historical perspectives: The different purposes of schooling  
Sept 12  Read  
Due  
Assignment #1

Week 4  Early and behavioral lenses on reading  
Sept 19  Read  
Tracey & Morrow, Chs. 2 & 3  
Due  
Reading response #2

Week 5  Constructivist and developmental lenses on reading  
Sept 26  Read  
Tracey & Morrow, Chs. 4 & 5  
Due  
Reading response #3

Week 6  Physiological and affective lenses on reading  
Oct 3  Read  
Tracey & Morrow, Chs. 6 & 7  
Due  
Final research paper proposal  
Assignment #2
Week 7  Conditions and consequences of poverty  
Oct 10  Read  
Shannon, Preface, & Chs. 1 & 2  
Due  
Research paper proposal  
Assignment #3  

Week 8  Perspectives on poverty and reading education Part I  
Oct 17  Read  
Shannon, Chs. 3 & 4  
Due  
Reading response #4  

Week 9  Perspectives on poverty and reading education Part II  
Oct 24  Read  
Shannon, Chs. 5 & 6  
Due  
Reading response #5  

Week 10  Social learning lenses  
Oct 31  Read  
Tracey & Morrow, Ch. 8  
Due  
Assignment #4  

Week 11  Literacy practices and events in school and out of school  
Nov 7  Read  
Due  
First draft of research paper  
Reading response #6  

Week 12  Second language acquisition, the alphabetic principle, and out of school learning  
Nov 14  Read  

**Due**
Reading response #7

**Week 13**  Critical literacy & restorative English education
Nov 21

**Read**


**Due**
Reading response #8

**Week 14**  Cognitive processing lenses
Nov 28

**Read**
Tracey & Morrow, Ch. 9

**Due**
Assignment #5

**Week 15**  Review and wrap-up
Dec 5

**Read**

Tracey & Morrow, Ch. 10

**Due**
Final research paper
In-class presentations on final research paper

Philosophy of teaching and learning paper due by 5pm on December 12th.

**POLICIES & PROCEDURES**

*Attendance*: 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.
Submission of written assignments: All written assignments (reading response assignments & Assignment #4) will be submitted via Blackboard as attachments. They are due at 4:30pm the day of class unless otherwise indicated. Points will be deducted from late assignments. Please include your last name in the file name.

Academic citations: Please provide proper in-text AND bibliographic citations whenever referencing others’ work in ALL your written assignments. Please use APA style for these citations. See the “APA Help” section on BB or the following links:
IN-TEXT: http://owl.english.purdue.edu/owl/resource/560/02/
BIBLIOGRAPHIC: http://owl.english.purdue.edu/owl/resource/560/05/ (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Electronic devices in class: Please silence all electronic devices and do not use them in class. Please make it clear that your undivided attention is on the people and interaction in class and not on a screen.

Disability policy: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal educational opportunity: In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University’s Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

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. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

**Syllabus subject to change**