

Foundations of Literacy Education Fall 2017

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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

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

			Research paper proposal
7	Oct 10	Conditions and consequences of poverty	Asgn 3
8	Oct 17	Perspectives on poverty and reading education Part I	RR4
9	Oct 24	Perspectives on poverty and reading education Part II	RR5
10	Oct 31	Social learning lenses	Asgn 4
11	Nov 7	Literacy practices and events in school and out of school	RR6 First draft of research paper
12	Nov 14	Second language acquisition, the alphabetic principle, and out of school learning	RR7
13	Nov 21	Critical literacy and restorative English education	RR8
14	Nov 28	Cognitive processing lenses	Asgn 5
15	Dec 5	Review & wrap up	Research paper, Research paper presentations

REQUIRED COURSE MATERIALS

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

Shannon, P. (2014). *Reading poverty in America*. New York: Routledge.

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

Assignment	Points
Class attendance and participation	13
Reading responses (8 @ 3 pts each)	24
Class assignments (5 @ 2 pts each)	10
Research paper proposal	5
First draft of the research paper	10
Research paper	20
In-class presentation of research paper	5
Revised philosophy of teaching and learning paper	13
Total points	100

A = 90-100

B = 80-89

C = 70-79

D = 60-69
F = 59 and below

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**
Labaree , D.F. (1997). Public schools for private advantage: Conflicting goals and the impact on education. In *How to succeed in school without really learning* (pp. 15-36). New Haven, CT: Yale University Press. (BB)

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**
Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11, 7-24. (BB) * Please read instructions for Assignment #4 below before completing the readings for this week.
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). Newark, DE: International Reading Association. (BB)
Tracey & Morrow, Ch. 8
Due
Assignment #4

Week 11 Literacy practices and events in school and out of school

Nov 7 **Read**
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. (BB)
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**
Kalmar, T.M. (2017). *Illegal alphabets and adult biliteracy: Latino migrants crossing*

the linguistic border. New York: Routledge. (Electronic book available through the UTEP library).

Due

Reading response #7

Week 13 Critical literacy & restorative English education

Nov 21 **Read**

Garcia, A., Mirra, N., Morrell, E., Martinez, A., & Scorza, D. (2015). The Council of Youth Research: Critical literacy and civic agency in the digital age. *Reading and Writing Quarterly*, 31(2), 151-167. (BB).

O'Reilley, M.R. (1993). *The peaceable classroom*. New York: Heinemann. Selected pages. (BB).

Winn, M.T (2013). Towards a restorative English education. *Research in the Teaching of English*, 48 (1), 126-135. (BB).

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**

Smagorinsky, P. (2016). Misfits in school literacy: Whom are U.S. schools designed to serve? In K.A. Hinchman & D. Appleman (Eds.), *Adolescent literacies: A handbook of practice-based research* (pp. 199-214). New York: The Guilford Press.

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****