

Theoretical Foundations of Literacy: Theory, Research, Practice
Fall 2013, Course 15:299:561
3 Credits

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Office Hours: By Appointment	Prerequisites or other limitations
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning Goals

The purpose of the course is to take a panoramic view of the field of literacy by engaging students in reading about current issues, research, theory, policy, practice, and professional development in literacy instruction. The different roles of the reading specialist will be discussed such as literacy coaches, coordinators of literacy programs, basic skills instructors, and professional development. Students in the course should have teaching experience, as a student teacher or a teacher in his/her own classroom. Students should have had a methods course in teaching reading. Students will be active participants in varied activities about:

1. Historical Perspectives concerning literacy instruction
2. Research in the field of literacy both past and present to study content and design
3. Theory that has shaped models of literacy into practice
4. Politics and Policy in literacy, advocacy, legislation, at the state, and national levels. How this affects the teaching of reading (eg. Standards, Assessment)
5. How items 1-4 effect the practice of teaching reading elements such as phonemic awareness, phonics, comprehension, vocabulary, fluency, writing, English Language Learners, struggling readers, etc.
6. The roles of the Reading Specialist will be discussed such as coaching, basic skills instructors, coordinators of literacy programs and designers of professional development
7. The teacher as a thinker, researcher, and catalyst for change, etc.
8. The teaching profession: Professional Organizations, Journals, Conferences, Publisher Materials

Course catalogue description:

This course will focus on research methods, topics, theory, and practices in literacy development over the years. The role of the reading specialist will be emphasized in addition to how to create exemplary professional development programs in schools.

Office Hours: by appointment

Course Website: eCollege site: <https://ecollege.rutgers.edu/index2.jsp>

Textbooks

Morrow, L.M., Gambrell, L.B. (2011, 4th edition) Best Practice in Literacy Instruction
New York: Guilford Publishers.

Tracey & Morrow (2012 2nd ed.) Lenses on Reading: An Introduction of Theories and Models. New York: Guilford Publishers.

Sweeney, D. (2003) Professional Development by and for Teachers: Learning Along the Way. Portland, ME: Stenhouse Publishers.

There will be readings in the form of handouts from the Instructor including policy pamphlets, articles, and government documents. You need a three ring binder for readings

Course Topics

**Historical Perspectives for Literacy Instruction and Research and Early Literacy
Reading Research and Policy
Reading Theories & Models: Constructivists, Social Learning Perspectives
Reading Theories & Models: Behaviorists (Direct Instruction, Cognitive Processing)
Professional Development: The Reading Specialist, Coach, Coordinator, Basic Skills
Phonemic Awareness, Phonics: Theory, Research, Policy, Practice
Vocabulary Development: Theory, Research, Policy, Practice
Comprehension and Content Area Reading: Theory, Research, Policy, Practice
Writing: Theory, Research, Policy, Practice
Organizing the Language Arts Block: Theory, Research, Policy, Practice
Assessment: High States & Authentic: Theory, Research, Policy, Practice
Standards: Theory, Research, Policy, Practice
Adolescent Literacy: Theory, Research, Policy, Practice
Struggling Readers: Theory, Research, Policy, Practice
Motivation: Theory, Research, Policy, Practice
Multicultural Concerns: ELL: Theory, Research, Policy, Practice
Technology and New Literacies: Theory, Research, Policy, Practice
The Family: Theory, Research, Policy, Practice**

Course Requirement

1. Panel Participation about Readings

Each week 3 to 4 students will be asked to participate as the panel to discuss selected readings for the week. Each student will be on about 3 to 4 panels during the semester. When you speak on the panel include the following:

1. Tell us your name, the title of your reading and just a few sentences about the article. Do not present a detailed summary, present the main ideas.

2. Present what you believe to be the most important 1 or 2 ideas in the reading and reflect upon ideas that are meaningful to you.

3. What theory do you think is embedded in the reading?

4. Pose a question (s) you have about the issue to the class

Each person on the panel should speak no more than 5 minutes maximum

2. Responses to Panel Reflections. All students are required to respond on e-college during the semester to the topic being discussed. There is no format for this response. When on a panel continue the discussion of the topic after you present by posing a question. Those not on the panel will respond. Those on the panel do not.

3. Reading Specialist Assignment: Create a professional development plan for the school year on a topic of your choice. Select grade levels for this such as Pre-K-2, 3-6, 8, etc. Create a course syllabus for the plan and include readings for teachers, coaching, study groups, speakers, attending and planning conferences, classroom observations in your school and outside your school, and how you will allot time for all of this to occur. This plan should be for one year. Teachers should set goals. (7 pages) Due: March,

4. Professional Development Presentation: Students will work in pairs. Select a topic of your choice and present a professional development session for us. In the presentation include the following information (1) the topic and research to support its importance, (2) related theory or theories (no more than 2 theories), and (3) **practical activities for the class to participate in that emerge from the theory.** Present this in 30 minutes. Let us know the skill and the grade levels of teachers you are presenting this to. Write a lesson plan (1 to 2 pages) for your presentation; include handouts such as readings, materials for participation, and an evaluation form. Sign up for your presentation: date: _____

5. Research Synthesis (Literature Review)

1. Introduction that provides a significance and rationale for your literature synthesis topic.

2. State the purpose of the research such as fluency: Name three categories within the topic you are studying. If it is fluency you could choose: choral reading, repeated reading, readers theatre

3. List Procedures used to carry out the research. How did you research this? What search engines did you use, what journals, How did you get the material.

4. Literature Synthesis:

a. General discussion of the topic and list subheadings to be used

b. The synthesis: Within the subheadings research is reviewed and critically analyzed. Major studies are discussed in greater detail identifying research designs, subjects' procedures, etc. What are the major findings? Is the research carried out in a scientific design?

5. Include a Theory statement about your topic at the end of the literature review
6. Discussion:
 - a. Provide a general summary of the most important findings in the paper with some conclusions drawn about the findings.
 - b. discuss the quality and types of research designs
 - c. Implications for future research
 - d. Implications for classroom practice

6. Current Issues (tentative)

Bring current issues to class about literacy instruction that is in the news, in your school, etc. to share. We may form three policy groups. You will select a current controversial issue and in groups will create a plan as advocates to change policy. Each group will plan a presentation for class in class. We will vote for the plan that presents the best case.

Percentages for Requirements

- | | |
|---|-------|
| 1. Panel presentations | (15%) |
| 2. Research Synthesis | (25%) |
| 3. Professional Development Workshop | (25%) |
| 4. Professional Development Plan for a school year | (25%) |
| 5. Class participation (attendance, discussion, snack, online discussion) | (10%) |

Course Recommendations

1. Please hand assignment in on time. Grades will be lowered when work is late
2. All work must be done on a computer using APA style
3. Attendance is important. Grades are affected after two absences
4. Class presentations are an important part of the course
5. Discussion of readings is crucial to the course
6. Join a professional organization (IRA, NAEYC, NJRA, NJEA, NRC, NCTE, etc.)
7. Subscribe to a professional journal and a teacher magazine
8. Attend a professional conference about literacy eg.

Rutgers Reading and Writing Conference March 28, 2014.

9. Join the Center for Literacy Development at Rutgers

10. Ask questions at any time. I am happy to help you with your work.
11. DO NOT PUT PAPERS IN BINDERS. STAPLE OR CLIP THE PAPER TOGETHER
12. HAND IN PAPERS IN CLASS NOT THROUGH E-MAIL

University and Course Policies

Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet.

Related regulations may also be found in the Rutgers Graduate School of Education Catalog

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check e-college for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through e-college