

**Foundations of Literacy: Theory, Research, Leadership and Practice**  
**Course 15:299:561**  
**3 Credits**

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| Office Hours: By Appointment  | Prerequisites or other limitations   |
| Mode of Instruction:<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Seminar<br><input checked="" type="checkbox"/> Hybrid<br><input type="checkbox"/> Online<br><input type="checkbox"/> Other | Permission required:<br><input type="checkbox"/> No<br><input type="checkbox"/> Yes<br><br>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, curriculum, leadership issues 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, curriculum development, and leadership through 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:

**Program Goals:**

1. To expand and deepen understanding of how to develop the literacy curriculum, how to initiate professional development
2. To develop knowledge of current research and theory related to literacy instruction through analysis and synthesis of seminal work in the field.
3. To develop a plan for future learning and professional development

**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

Gambrell, L.B., Morrow, L.M. (2015, 5th edition) Best Practice in Literacy Instruction  
New York: Guilford Publishers.

Tracey & Morrow (2012 2<sup>nd</sup> 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.

Wiggins and McTighe. (2005), Understanding by Design. Upper Saddle River, NJ: Merrill/Pearson.

**There are readings in the form of handouts from the Instructor including policy pamphlets, articles, and government documents. You need a three ring binder to organize them. Most of these readings are on our e-college website.**

## Course Topics

Historical Influences on Literacy Instruction  
Reading Research and Policy Influencing Literacy Instruction  
Reading Theories & Models: Constructivists, Social Learning Perspectives  
Reading Theories & Models: Behaviorists (Direct Instruction, Cognitive Processing)  
Professional Development: The Reading Specialist, Coach, Coordinator, Basic Skills  
Designing and Supervising Curriculum in :  
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
5. Hand in items 1 to 4

**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. When on a panel continue the discussion of the topic after you present by posing a question. Those not on the panel will respond. (Program Goals, 1,2,3)

**3. Reading Specialist Assignment:** Create a professional development plan for the school year on a topic in literacy 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, PLC's, 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. Set SGO's and include some type of assessment to see change in teacher practice and student growth. . (7 pages) Due: March, (Program Goals, 1,2,3,4)

**4. Professional Development Presentation:** Students will work alone or in pairs. Select a literacy 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**, Include comments about the curriculum area you chose and its design and the manner in which you have embedded this into the larger picture of Professional Development in the school. 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. Include some technology such as a video if appropriate, and make the practical part into a webinar. Sign up for your presentation. **You will be video taped for evaluation: date: \_\_\_\_\_**

**Each student is video taped when presenting their workshop. Their teaching is evaluated using the Danielson rubric.**

Program Goals: 1,2,3,4)

**5. Research Synthesis (Literature Review) (Program Goals, 1,2,3,4)**

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 (3 headings)
- 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 in the studies
  - c. Implications for future research
  - d. Implications for policy
  - e. Implications for classroom practice

## **6. Showing Professionalism and knowledge of Current Issues (tentative)**

Bring current issues to class about literacy instruction that is in the news, 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. The groups will present plans. Also ask students to attend a conference, workshop or listen to a webinar, etc. (1,2,3,4)

## **7. Attend the National Writing Project Conference instead of one class on Sat. Feb. 6 from 9 to 1 at Douglas Student Center. There is a student fee**

### **Percentages for Requirements**

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|---|-------|
| 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.  
Mary Ellen Vogt on Feb. 26<sup>th</sup>, Nancy Frey in March, etc.

## **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. TYPE ON ONLY ONE SIDE OF A PAGE
13. 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/reallifeexamples.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**

The **New Jersey Professional Standards for Teachers (2014)** can be found at <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>. In this course, we will be covering the following standards:

**Standard Three:** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Essential Knowledge: 1, 2, 3, 5  
Critical Dispositions: 1, 2, 3, 4

**Standard Four:** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performance: 1, 2, 3, 4, 8  
Essential Knowledge: 1, 2, 3, 6  
Critical Dispositions: 1, 2, 4, 5

**Standard Seven:** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance: 1, 2, 3  
Essential Knowledge: 1, 2  
Critical Dispositions: 2, 4

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance: 4, 5, 6, 7, 8, 9

Essential Knowledge: 3, 4, 5, 6

Critical Dispositions: 2, 3

**Standard Ten: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance: 6, 7, 8, 9

Essential Knowledge: 3, 4

Critical Dispositions: 3, 5

In regard to the **Council for Accreditation of Education Professionals (2013)**, we will be covering **Standards #4 Content Knowledge** which falls under **Content and Pedagogical Knowledge**. This includes **1.1 Content Knowledge, Skills, and Professional Dispositions**.