LTRC 501: Foundations of Literacy

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Description: This course provides an overview of current literacy theory, research, and practices in the elementary, middle, and secondary schools. Topics include theories of reading process/literacy, reading and writing connections, reading programs and methods of instruction, standards and assessments, content area literacy, diversity, and the new literacies of information and communicative technology (ICT).

Classroom Environment: The Faculty and Staff in the School of Education are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return it is expected that each of you will honor and respect the opinions and feelings of others.

Accommodations: Any student with a disability who wants to request accommodations should notify each course instructor by the second class meeting. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is at UU-119. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on an individual's specifically diagnosed disability. SSD, faculty, and staff are required to treat Information about a student's disability as confidential.

Writing Support: If you have difficulty communicating your thoughts in writing, please make a point of using the campus Writing Center before your first paper is due. (If your letter of acceptance advised you to get support from the Writing Center, this is required.) Writing support is most effective if you make appointments with the same tutor throughout the semester. Please go to: http://www2.binghamton.edu/writing/writing-center/wc-faq.html

Academic Honesty: Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the University Bulletin - Academic Policies and Procedures for All Students). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. The Academic Honesty Code specifically prohibits "Submitting substantial portions of the same work for credit more than once, unless there is prior explicit consent of the instructor(s) to whom the material is being or has been submitted." If you have any questions about what constitutes plagiarism or cheating, please ask me. The following link describes the GSE Academic Honesty Policy: http://www2.binghamton.edu/grad-school/manual/index.html#Academic_Honesty
**Required Course Readings:**

Selected Journal Articles and Book Chapters (see Reading List).

**Optional Course Readings:**

**Course Goals:**
This course is intended to provide learners with opportunities to:

1. Understand literacy theory and the relationships between reading, writing, speaking and listening.
2. Understand language acquisition and literacy development.
3. Learn and analyze the topics/areas of literacy including phonemic awareness, beginning reading, vocabulary, comprehension, and fluency.
4. Apply knowledge of decoding, comprehension and vocabulary development by planning and teaching literacy lessons to a student.
5. Examine and critique the CCSS.
6. Understand and be conversant with various approaches to literacy instruction.
7. Use ICT (the www, ERIC, Blackboard, email) as a tool for literacy development, teaching and professional growth.
8. Assess reading and writing performance to identify emerging and developing literacy behaviors and strategies.
9. Design, demonstrate and evaluate strategies and materials to develop the literacy of diverse learners and students with special needs.
10. Study, analyze and synthesize information on a literacy topic.
11. Gain insight into political, economic, social and philosophical forces that shape current literacy theory and practice become conversant with current methods of writing instruction.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>86-89</td>
<td>B+</td>
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<tr>
<td>83-85</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>76-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<td>&lt;70</td>
<td>F</td>
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Course Requirements

Attendance and Participation:
The success of this course depends on the commitment of each of you to being an active learner. Thus, it is important for you to attend each class session and to participate in our online learning environment. Although I understand that emergencies and circumstances may occasionally intervene, absences and consistently late assignments will lower your grade.

Course Readings & Discussions (25 points / 5 Points Each):
As we complete our course readings, we will discuss them either online or during or on site meetings. We will begin with online discussions during the last two weeks of September (i.e., 9/22 and 9/29). You will be required to sign up to lead the discussion for one reading from our reading list. As the discussion leader, you will post a question (or questions) to engage others in a conversation. For the other readings, you will need to participate in all discussions. For the readings in October (i.e., 10/6, 10/13, and 10/20), you will need to complete one 3-2-1 for each topic (not each article). Please bring your completed 3-2-1s to our class meeting in October.

Understanding Best Practices: Part 1 (Research Review -- 20 points)
For the first part of this assignment, you will need to select an area of literacy for your focus. The area of literacy you select should be based on classroom observations, curriculum, and standards. For example, first consider what literacy strategies and skills your students need to know at their developmental levels. Next consider what they already know and with what they are struggling. You will need to find three research articles that provide evidence to support effective instructional techniques within your area of focus. You will be required to write a one-page summary for each article and a one-page synthesis of the three articles. This assignment will be graded using the Best Practices 1 Rubric.

Planning and Implementing Best Practices: Part 2 (30 points / 10 Points Each)
For the second part of this assignment, you will need to plan and implement three lessons that reflect the evidence-based best practice in which you researched. The lesson plans must follow the BU Literacy Lesson Plan Framework, with each lesson plan building from the previous one. You will be required to implement the three lessons in your practicum setting.

Understanding Best Practices: Part 3 (Presentation – 10 points)
On the last night of class, you will share your literacy teaching experiences. You will be required to create a presentation that provides an overview of your planning and teaching. Your presentation should include the following: rationale, summary of the research reviewed, explanation of the strategies and skills implemented, assessment techniques, and your reflections.

New Literacies -- ICTs/ Web 2.0 / Social Media -- Integration (5 points)
As information and communication technologies continually redefine the nature of literacy, it is essential that we explore what this means in literacy. For this assignment we will explore and utilize the tools of Web 2.0 (see Web 2.0 handout).

Final Exam (10 points)
Critical analysis of literacy teaching and learning. Prior to this take home final exam, you will be provided with questions to guide your analysis.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Meeting 1: 9/20</td>
<td>Syllabus &amp; Course Overview&lt;br&gt; Literacy Research / Literacy Theory</td>
<td><em>Lenses</em> Chapter 1&lt;br&gt;Duke &amp; Martin</td>
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<td>Meeting 2: 9/21</td>
<td>Early Literacy&lt;br&gt;Best Practices</td>
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<td>Week of 9/22</td>
<td>Behaviorism &amp; Constructivism&lt;br&gt;Common Core State Standards Assessment</td>
<td><em>Lenses</em> Chapters 2-4&lt;br&gt;CCSS&lt;br&gt;Afflerbach &amp; Cho</td>
<td>Online Discussion</td>
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<tr>
<td>Week of 9/29</td>
<td>Social Learning Perspective / Early Literacy</td>
<td><em>Lenses</em> Chapters 5-6&lt;br&gt;Phillips et al.&lt;br&gt;Riley-Ayers&lt;br&gt;Rowe &amp; Flushman</td>
<td>Online Discussion</td>
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<td>Week of 10/6</td>
<td>Cognitive Processing&lt;br&gt;Phonics</td>
<td><em>Lenses</em> Chapters 7-8&lt;br&gt;Invernizzi &amp; Tortorelli</td>
<td>3-2-1</td>
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<td>Week of 10/13</td>
<td>Comprehension</td>
<td>Afflerbach et al.&lt;br&gt;Duke et al.</td>
<td>3-2-1</td>
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<td>Week of 10/20</td>
<td>Vocabulary &amp; Fluency</td>
<td>Beck &amp; McKeown&lt;br&gt;Kucan&lt;br&gt;Rasinski</td>
<td>3-2-1</td>
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<td>Meeting 3: 10/25 (?)</td>
<td>Literacy Instruction</td>
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<td>Best Practices Part One</td>
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<td>Meeting 4: 10/26 (?)</td>
<td>Literacy Instruction</td>
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<td>Week of 10/27</td>
<td>New Literacies</td>
<td>Editorial + Choose ONE article from <em>RITS</em> Special Issue</td>
<td>Online Discussion</td>
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<td>Week of 11/3</td>
<td>New Literacies</td>
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<td>Week of 11/10</td>
<td>Literacy Curricula &amp; Materials&lt;br&gt;Text / Text Complexity</td>
<td>Serafini&lt;br&gt;Stahl</td>
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<td>Meeting 5: 11/15</td>
<td>Best Practices Presentations&lt;br&gt;<strong>Best Practices Parts 2 &amp; 3 DUE</strong></td>
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<td>Meeting 6: 11/16</td>
<td><strong>Final</strong></td>
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Kucan, L. (2012). What is most important to know about vocabulary? The Reading Teacher, 65, 360-366. DOI:10.1002/TRTR.01054


