

Loyola University Chicago
School of Education
CIEP 452: Literacy Theory and Foundations
Spring, 2011

Instructor:	Linda S. Wold, Ed.D.
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Office Hours:	Lewis Towers 1037, Thursday 3-4 PM, after class or by appointment
Course Location	Corboy Law Center 425, 4:15-6:45PM
Course Information	Additional course materials will be available on Blackboard

“It is commonly assumed that classroom teachers are at best uninterested and at worst hostile to theory. Teachers, it is said, are practitioners, more concerned with what to do on Monday than about philosophical issues. However, theories, even those which are unexamined, can and do have a direct influence on classroom instruction” (Kucer, 2005, p. 123).

Course Description

An advanced course in literacy research and theory for the reading specialist candidate, providing historical, cognitive, cultural, and technological foundations for teaching reading and related communication systems in elementary, middle, and secondary schools, and to adult populations of readers. The purpose of this course is to acquaint candidates with the most current research and theory that underlie strategic literacy practices in education. The particular focus is on the history of literacy development, the models of literacy and related theoretical foundations, and the varied ways that literacy research supports the teaching of all readers and writers, specifically those populations of pupils who are most disenfranchised. Candidates will explore important issues related to poverty, ethnicity, race, culture, and gender as they relate to literacy acquisition.

Course Outcomes

The following objectives are identified in the International Reading Association’s Standards for Professional Practice (2010) and are aligned with the Illinois Reading Specialist Standards.

1. Demonstrate knowledge of reading research and historical, cognitive, socio-cultural, and technological theories related to reading. (**Notable Literacy Educator and Text Discussions**, IRA 1.1, 1.2, 1.3)
 - 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.
 - 1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components, and development.
 - 1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
2. Gain understandings of how print develops from preschool through adulthood. (**Text Discussion and Presentations**, IRA 1.3, 1.4). 1.4. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.
3. View literacy broadly (more than reading and writing). (**Literacy Autobiography**, IRA 1.3, 1.4, see above)
4. Demonstrate understanding of the academic achievement gaps in literacy and the latest research on what is being done to close the gaps. (**Reading Specialist Project**, IRA 1.1, 1.2, see above)
5. Use current research and the National Reading Panel’s (NRP) critical aspects of instruction to demonstrate an understanding of the current national agenda for literacy. (**Reading Specialist Project**, IRA 1.2, 1.4, see above)
6. Demonstrate understanding of the relationship of research and theory to classroom practice in literacy, particularly for students who have historically failed in school. (**Text Presentations**, IRA 1.3, 5.3) 1.3 above; 5.3. Positively and constructively provide and evaluation of their own or others teaching practices. Assist classroom teacher and paraprofessionals as they strive to improve their practice.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing

professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community service agencies to enhance life-long learning in the Chicago area. By using this conceptual framework as a guide to teaching, candidates will be able to broaden their commitment to using quality, research-based literacy practices:

Knowledge—develop knowledge of research-based literature practices to enhance teaching and communication.

Skills—model effective reading, writing, speaking, and listening practices to refine literacy instruction. Use these effective communication systems to build capacity for success in teaching a diverse population of learners.

Ethics—use knowledge and skills to make reasoned decisions about what is just while simultaneously developing professional and ethical understandings of what students need.

Service—consider how your actions honor and serve others.

Diversity--This course incorporates diversity in education and schooling because research grounds the study of how students learn to read and write, particularly those from diverse backgrounds and contexts. We focus on learning how to support the needs of diverse learners as we study the models and processes of reading research.

Technology is used to enhance instruction whenever possible. Candidates will use Internet-based resources and Blackboard to document learning and present thinking in course assignments.

See BlackBoard Course Web Site: <http://blackboard.luc.edu/webapps/login>

IRA Position Statement on the Reading Specialist:

[http://www.reading.org/Libraries/Position Statements and Resolutions/ps1040 specialist.sflb.ashx](http://www.reading.org/Libraries/Position%20Statements%20and%20Resolutions/ps1040%20specialist.sflb.ashx)

Required Text:

Cobb, J. B., & Kallus, M. K. (2010). *Historical, theoretical, and sociological foundations of reading in the United States*. Boston, MA: Pearson.

See also the list of Optional Readings in BlackBoard Assignments.

Expectations

Classroom Community

Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views. Here are a few guidelines to help facilitate our conversations each week:

- a. *There is no such thing as a stupid question.* Please questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.
- b. *Be respectful of others' ideas and experiences* even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other's points of view and *respect confidentiality*.
- c. *Monitor your participation.* If you are outgoing and tend to dominate conversation, use this course to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to share your own ideas. Your active whole group involvement is crucial to your becoming an extraordinary reading specialist.

Attendance, Participation, and Communication

Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential to your individual performance and the success of the course. We all share responsibility for the learning and teaching in this course. Because you will not be able to participate in the class community if you are not present, absences will be considered in your grade for the course, except in the case of extreme circumstances (e.g., family emergency, illness). I expect excellent communication (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments) because excellent communication is part of true professionalism. Professional attitudes and dispositions are related to values such as caring, fairness, honesty, responsibility, and social justice.

Assignment Due Dates and Other Submission Requirements

All assignments are due at the beginning of class (at the time class begins) on the date designated in the "Schedule of Session Topics and Assignments." All written assignments are to be word processed using standard American English and should be free of distracting errors in grammar, usage, spelling, punctuation, and sentence structure. Please double-staple in the left hand corner; *save trees* whenever possible.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Grade Determination:

All assignments integrate the use of effective spoken and written communication skills in Standard English and the evaluation of one's own work for both content and mechanics. The final option of raising or lowering your grade is based on attendance, participation, and the instructor's review of participation points earned.

Proposed Major Assessments

- 1. Literacy Autobiography and Professional Statement (30 points):** Candidates will begin their journey into the Reading Profession by documenting their current orientations toward literacy theory and practice, declaring expectations for participation in the field of reading, and identifying areas of interest for research and inquiry. Candidates will also identify their current beliefs about reading and reflect upon how their personal literacy histories have influenced these beliefs. As the course progresses, they may revise statements regarding their positions on various issues and debates in reading theory and practice, and identify their own emerging curriculum framework for literacy instruction. Finally, candidates will identify various areas of interest for further study and investigation. The autobiography should be descriptive, reflective, and analytical. (Due Feb. 10)
- 2. Presentation of a Notable Literacy Educator (30 pts.):** Candidates will research and synthesize the history and impact of an important figure in literacy education, providing the educator's perspectives, motivations, and consequences of his or her research and work. Prepare a one-page handout describing this researcher's accomplishments. See selections of notable literacy researchers on BlackBoard. (Select date for presentation.)
- 3. Critique of a Research Article (50 pts.):** Candidates will critique a research article that is related to key literacy practices and useful to thinking about using research to inform instruction as a reading specialist. Components of an evidence-based research article will be used to evaluate the quality and worthiness of the literacy research. Journal selections are noted under course documents in BB. (Due Mar. 24)
- 4. Reading Specialist Project (50 pts.):** Shadow a reading specialist or interview a literacy specialist in an elementary or high school setting. Assignment will be designed in class. (Due Apr. 28)

5. **Participation and Active Involvement (40 pts.):** Candidates will moderate class chapter discussions and will engage in whole-group contributions to model reader response theory. An assessment guide will be used to gauge quality of the chapter moderation, active participation and quality of contributions at the end of the semester by candidate and professor. (Due Apr. 28, submit to BB)

Grading Scale:

To receive a grade for CIEP 452, all assignments must be completed. Course grades are assigned based on the following criteria, attendance/class participation/online contributions:

-	Grade/Points	+
180-185	A 186-200	
160-165	B 166-175	176-179
140-145	C 146-155	156-159
120-125	D 126-135	136-139
	F Below 120	

Assignment Schedule

Due

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| 1. Literacy Autobiography | Feb. 10 |
| 2. Presentation-Notable Literacy Educator | Select Date
(Feb. 10, Mar. 3, Mar. 17, Mar. 31, Apr. 7, Apr. 14) |
| 3. Critique a Research Article | Mar. 24 |
| Reading Portfolio Presentations | Apr. 16 (location to be announced) |
| 4. Reading Specialist Project
Shadow or Interview a Reading Specialist and
Analyze Data Collection/Ideas | Apr. 28 |
| 5. Chapter Presentation and Assessment/Participation | Apr. 28 (Submit to BB) |

Tentative Course Calendar

CIEP 452

- January 20 Introductions and Literacy Beliefs
Considerations for the Master's in Reading Program
Syllabus and Assignment Review
Advanced Organizer for Reading the Text
- January 27 Prepare to discuss chapters 5 and 6; create a graphic organizer to help you note strategic studies and terms.
Chapter 5: *Role of the Reader's Schema in Comprehension*, Richard Anderson
Chapter 6: *Schema Activation and Schema Acquisition*, John Bransford
- February 3 Prepare to discuss chapter 2: *Reading in the Twentieth Century*, P. David Pearson
Draw a schematic to show how reading progressed in each third of the century. Consider how reading models and processes influenced you and include some key connections in your Literacy Autobiography.
- February 10 ***Literacy Autobiography due**—sharing ideas and plans for becoming extraordinary reading specialists.
Discussion of Chapters 3 and 4:
Chapter 3: *What Is Text?* Mary Kallus; and Chapter 4: *Who Is the Reader?*
Notable Literacy Educator:
- February 17 Class meeting, Review and Synthesis of literacy research; Wednesday night, February 16
Dr. Charles Payne, John Wozniak Lecture Series, School of Education
- February 24 Research Critiques: How and Why?
Presenter/s:
Chapter 7: *The Transactional Theory of Reading and Writing*, Louise Rosenblatt
Presenter/s:
Section III and Chapter 8: *Intersections of Educational Psychology*, Kathie Good
and a brief review of Chapter 9: *The Brain and Reading*, S. Russell Vaden
- March 3 Questions about Research Critiques
Presenter/s:
Chapter 10: *Inquiry and Literacy*, Nancy Gallenstein; and Chapter 11: *Some Wonderings about Literacy Teacher Education*, Donna Alverman
Presenters:
Chapter 15: *Sociolinguistics*, Roger Shuy
Notable Literacy Educator Presentations:
- March 10/Spring Break
- March 17 Reading Specialist Project
Presenter/s:
Chapter 16: *On the Psycholinguistic Method of Teaching Reading*, Frank Smith & Ken Goodman
Notable Literacy Educator Presentation:
How to Read and Analyze Research Studies-Discussion
- March 24 ***Research Critique Due**/Discussion
Presenter/s:
Language and Culture, Chapters 12, 13, and 14
Chapter 12: *Language and Culture in a Diverse World*, Romelia Hurtado de Vivas
Chapter 13: *Important Linguistic Concepts for Literacy Practitioners in the Field of Second-Language Acquisition*, Elizabeth Galligan
Chapter 14: *Developing Literacy in English Learners: Practical "Nuts and Bolts,"* Geni Flores

- March 31 Literacy Autobiography—update ideas and connections
 Presenter/s:
 Chapter 17: *Funds of Knowledge for Teaching*, Luis Moll, Cathy Amanti, Deborah Neff, Norma Gonzalez
 Presenter/s:
 Chapter 18: *Critical Literacy*, Doug Morris
 Notable Literacy Educator Presentation:
- April 7 What Have We Learned? Where Are We Going as Literacy Educators?
 ***Reading Specialist Project Design
 Prepare to Discuss Chapter 19, 20, and 21 on *Teaching and Using the New Literacies*
 Bring in evidence of an effective multimodal technology project or find an article that explains a project that is useful for instruction by reading specialists.
 Notable Literacy Education Presentation:
- April 14 Discussion of the contribution of reading research across the century:
 Prepare Chapter 22: *Reading Assessment: Revisiting the Past, Living in the Present*
Accountability Climate, Crafting a Vision for the Future, Jeanne Cobb
 Read to understand your role as an Excellent Reading Specialists:
http://www.reading.org/resources/issues/positions_specialist.html
 Notable Literacy Educator Presentation:
- April 21 (Easter Break)
- April 28 ***Reading Specialist Project Due**
 Ideas for Reading the World
 Meeting the Needs of Special Needs Students—What is Strategic Practice in Your School? Is it valid?
 What are the Concerns of Best Literacy Practices, David Reinking (see article posted in BB)
- May 5 Synthesize New Learning—Illustrate your thinking as an Extraordinary Reading Specialist
 Submit Participation Ratings
 Celebrate the Semester