

## **CIEP 452: Literacy Theory and Foundations**

Spring 2015

**Course Meeting Time:** Thursdays 4:15pm-6:45pm

**Location:** Maguire Hall - Room 303 (WTC)

**Professor: Dr. Sabina Neugebauer**

**Office:** Lewis Towers 1146, WTC

**Phone:** 312.915.7061

**Office Hours:** by appointment

### **COURSE DESCRIPTION**

An advanced course in literacy research and theory for the reading specialist candidate, this course aims to provide a deeper understanding of theories, models, and processes of reading relevant for literacy development in K-12 settings. This course examines current research as well as historical and present day theories that underlie evidence-based literacy practices in education and explores how to consume and critique evidence-based reading research. Of particular focus is research to support the development of the five major components of reading and the theoretical underpinnings of these components. This course will incorporate multiple lenses to explore literacy practices and investigate the different literacy trajectories of a range of learners, with special emphasis on traditionally underserved students

### **COURSE OUTCOMES:**

The following objectives are identified in the International Reading Association's Standards for Professional Practice and are aligned with the Illinois Reading Specialist Standards

Candidates will:

1. Demonstrate knowledge of reading research and historical, cognitive, socio-cultural, and technological theories related to reading. (IRA 1.1, 1.2, 1.3)
2. View literacy broadly (more than reading and writing). (IRA 1.3, 1.4)
3. Demonstrate understanding of the academic achievement gaps in literacy and the latest research on what is being done to close the gaps. (IRA 1.1, 1.2)
4. Use the National Reading Panel's (NRP) five critical aspects of instruction to demonstrate an understanding of the current national agenda for literacy. (IRA 1.2, 1.4))
5. Demonstrate understanding of the relationship of research and theory to classroom practice in literacy, particularly for students who have historically failed in school. (IRA 1.3,5.3)

### **COURSE ASSIGNMENTS AND REQUIREMENTS**

#### **REQUIRED TEXT:**

Tracey, D.H., & Morrow, L.M. (2012). *Lenses on Reading: An Introduction to Theories and Models* (2<sup>nd</sup> edition). Guilford Press: New York, NY.

Additional articles and readings will be posted to SAKAI. Please check the syllabus as well as the SAKAI page to access these additional resources.

\*\*Students should bring individual copies of the required text to all class sessions unless notified. Bringing books to class is considered part of participation points.

### **In-Class Participation:**

Participating in class discussions and activities is essential for meeting the learning goals of this course. Students are expected to complete course readings before the class. Thorough preparation is particularly important because the class discussions and activities will be designed to extend, critique and supplement, as opposed to summarize the ideas in the readings. Furthermore, in class writing activities will ask students to draw from the readings (i.e., provide text-based evidence from the assigned weekly readings) and will be submitted to the professor.

### **Student Case study:**

Applying your understanding of a few theories of reading and learning, write an analytic memo no more than 4 pages long that synthesizes how existing theories apply to a student in your class. Draw on readings and lecture/discussion in preparing your response and include at least two lenses to discuss the strengths, weaknesses and performance of your target student.

1. Provide a description of the theories that you think are relevant to this student's literacy development. Be sure to cite specific theories and authors who espouse these theories (e.g., Goodman, 1967; Snow, Burns, & Griffin, 1998).
2. Include specific examples of student performance, behavior, or comments about their experience with reading that lead to your conclusions.
3. Based on your experiences with this student and the research/theories we have reviewed, what do you see as the implications for practice or for research that may involve individuals like your student?
4. Make sure to include a reference list at the end of your four page memo that is APA style. References are not included in the page count.

### **Presentation of a Notable Literacy Educator:**

Candidates will research and synthesize the history and impact of an important figure in literacy education, providing the educator's perspectives, and consequences of his or her research and work. Prepare a one-page handout describing this researcher's accomplishments and contribution to the field.

### **Journal Talk:**

An important aim of this course is to develop your skills as literacy professionals. To support you in adopting current research-based practices and future research-based practices this assignment aims to provide a foundation for your ability to consume and evaluate research about literacy pedagogy. The goal of this assignment is to provide you with a skillset that will help you make decisions about which literacy techniques will be most effective in your own classroom. You should choose an article from the list of articles on SAKAI that you would like to present in class. Detailed directions for how to read and present the article are posted to SAKAI. You will lead these presentations

providing a thorough summary of the article. This summary should include the objectives of the study, a description of the technique evaluated, and evidence for why you would or would not adopt this technique in your classroom (see detailed instructions on SAKAI).

**Intervention Presentation:**

Applying skills learned in this class regarding analyzing and evaluating evidence-based reading practices as well as knowledge of reading theories we have discussed in class you will prepare a collaborative presentation focused on a research-based initiative that has successfully addressed the language and literacy needs of a population of your choice. The number of students to present and the format of the presentation will be determined based on interest level in the various topics. You will choose an initiative of interest from a list of suggested options. If your group is interested in an initiative not listed please contact me to discuss this alternative option. Presentations will be 15 minutes long and will require outside research beyond course readings.

**Additional Expectations for the Course**

- Students may not use computers, the internet, cell phones or PDAs during class unless approved by the professor based on a special need or authorized circumstances.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to be uploaded to SAKAI on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded (each day late results in a letter grade decrease). Quizzes must be taken on the dates and times listed unless an official absence is granted.
- Students may not re-do assignments or expect that extra credit will be accepted. If you require additional support please make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
- In class participation is central to student final grades. Student absences will be granted for family emergencies, religious holidays or illness. Students must provide a doctor’s note or family note for such circumstances. Absences that are not accounted for based on these circumstances will result in a letter grade reduction in class participation points.
- If you have questions about assignments please email at least 24 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm will not receive a response until Monday. These requirements are intended to support your starting assignments early and being able to complete assignments in a timely manner with the utmost quality.

**Course Requirements**

COURSE EVALUATION AND GRADING

Participation	15
Case Study	25
Notable Literacy Educator	15
Journal Talk	20
Intervention Presentation	25

The following point system will be used to determine final grades for the course:

A+ 98.3	B+ 88.3	C+ 78.3	D+ 68.3
A 95	B 85	C 75	D 65
A- 91.7	B- 81.7	C- 71.7	D- 61

## COURSE TOPICS AND ASSIGNED READINGS

January 15

Week 1: Introduction to Models and Theories

Readings:

Chapter 1& 2 Tracey & Morrow

January 22

Week 2: Understandings of Early Reading and Behaviorist Perspectives

Readings:

Chapter 3

Mesmer, H. E., & Griffith, P. L. (2005). Everybody's selling it--But just what is explicit, systematic phonics instruction?. *Reading Teacher*, 59(4), 366-376. doi:10.1598/RT.59.4.6

<http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19025778&site=ehost-live>

National Institute of Child Health and Human Development (2000). Summary Report. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington DC: Author. Available

from:<https://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx> (pay particular attention to introduction and findings)

January 29

Week 3: Cognitive Processing Perspectives: Bottom Up

Readings:

Chapter 7 Tracey & Morrow

Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10. (Simple View)

Fuchs, L.S., Fuchs, D. Hosp, M.K. & Jenkins, J.R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5 (3), 239 – 256.

February 5

Week 4: Constructivist Perspectives: Top down

Readings:

Chapter 4 Tracey and Morrow

Pearson, D (2004). The Reading Wars. *Educational Policy*, 18, 216-252 [http://www.corwin.com/upm-data/31886\\_Article1.pdf](http://www.corwin.com/upm-data/31886_Article1.pdf)

Kucan, L., & Palincsar, A.S., (2013). Comprehension and Comprehension Instruction. In *Comprehension instruction through text-based discussion* (pp. 1-14). Newark, DE: International Reading Association.

**Student Case Study Due**

February 12

Week 5: Theories of Reading Development

Readings:

Chapter 5 Tracey and Morrow

Dickinson, D., & Smith, M. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly, 29*, 104 - 122.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). Executive Summary. *Preventing reading difficulties in young children*. Washington, DC: National Academy Press. Available from [http://www.nap.edu/catalog.php?record\\_id=6023](http://www.nap.edu/catalog.php?record_id=6023).

February 19

Week 6: Social Learning Perspectives

Readings:

Chapter 6

Heath, B.H. (1982). What no bedtime story means: Narrative skills at home and school. *Language and Society, 11*, 1, p49-76.

Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a Qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132-141.

February 26

Week 7: Theories and Models of Word Knowledge

Readings:

Perfetti, C.A. (2007). Reading ability. Lexical quality to comprehension. *Scientific Studies of Reading, 11*, 357-383.

Nagy and Scott (2013) Vocabulary Processes. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th Ed., pp. 3-46). Newark, DE: International Reading Association.

Week 8: Spring Break

March 12

Week 9: Researchers, Research, and Evidence-Based

Tracy Visits

***Notable literacy educator presentation and handout***

March 19

Week 10: Disciplinary Literacy Perspectives

Readings:

Shanahan & Shanahan (2012). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. In (Eds). I. Jacy, J. Steele, & J. Samson. Harvard Educational Press: Cambridge, MA.

FANG, Z. (2012). Approaches to Developing Content Area Literacies: A Synthesis and a Critique. *Journal Of Adolescent & Adult Literacy, 56*(2), 103-108. doi:10.1002/JAAL.00110

March 26

Week 11: Journal Talk

Readings:

***Your own article for Journal Talk***

Week 12 Easter Break

April 9

Week 13: Theories of Reading Engagement & New Literacies

Readings:

- Taboada, A., Tonks, Wigfield, A., and Guthrie, J. (2013) Effects of motivational and cognitive variables on reading comprehension. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading*. Newark, DE: International Reading Association
- Roswell, J., Kress, G., Pahl, K., & Street, B. (2013). The social practice of multimodal reading: A new literacy studies-multimodal perspectives on reading. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading*. Newark, DE: International Reading Association

April 16th

Week 14: Attend AERA or Interest Topics

Readings:

TBA

April 23

Week 15: Final Presentations

Chapter 8 Tracey & Morrow

***Intervention Presentation***

## **LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:**

### **IDEA Objectives for the Faculty Information Form**

To facilitate the process for online course evaluations, please include on your syllabus 3 – 5 objectives that you would indicate as an essential or important objective for this course. Multiple sections of the same course should have the same essential and/or important objectives. Be sure to rate these objectives as essential or important on your Faculty Information Form for the IDEA online course assessment, and to rate the remaining objectives as minor. The 12 objectives are listed below:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

**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](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](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/>

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

### **Ethics Line Reporting Hotline**

Loyola University Chicago has implemented Ethics Line Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to

report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).** The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Diversity** I strive to facilitate an inclusive environment respectful of all cultures and people regardless of race, sex, gender identity, religion, ethnic background, socio-economic class, sexual orientation, and abilities. If you are a student who requires any special considerations, please inform the instructor during the first week of class. Linguistic, cultural and economic diversity will be topics specifically reviewed in this class with the expectation that students will engage in thoughtful and compassionate conversations that see diversity as a source of innovative ideas and creative accomplishments.

**Technology** Throughout this course, we will consider how technology can support and enhance reading in the content areas. Class readings, assignments and discussions are intended to help you develop your own technological pedagogical content knowledge and informed opinions about technology integration specific to elementary/middle school classrooms.

**Conceptual Framework** Teacher candidates in this course will be expected to demonstrate “professionalism in the service of social justice” in course experiences. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized.

**Dispositions** The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D5	Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)
D3	Valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (1A, 9F, 9R) (IB)
D9	Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
D17	Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication (9H, 9I).

D3	Unacceptable	Acceptable	Target
	Candidates only communicate that teachers need to value student diversity or only focus on student deficits	Candidates engage in practices that emphasize the strengths of diverse populations	Candidates contribute to and support school-wide efforts to promote diversity and advocate for populations who are underserved and/or overrepresented
D5	Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions	Candidates read and critique professional literature and make connections between the literature and field experiences	Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations
D9	Candidates only communicate that teachers across all disciplines and grade levels have the responsibility to promote literacy development, but fail to take action	Candidates integrate literacy instruction into content or thematic units and encourage and support the efforts to integrate literacy instruction across all disciplines and grade levels	Candidates contribute to and support school-wide efforts to integrate literacy instruction across all disciplines and grade levels
D17			

## Appendix A

### High Quality Journals of Interest to Literacy Educators

JLR: Journal of Literacy Research

RRQ: Reading Research Quarterly

Language Arts

The Reading Teacher

JAAL: Journal of Adolescent and Adult Literacy

ESJ: Elementary School Journal

English Journal

Reading and Writing

## Appendix B

### Some Notable Literacy Educators in Research

Marie Clay  
David Pearson  
Nell Duke  
Elizabeth Moje  
Catherine Snow  
Michael Pressley  
John Dewey  
Louise Rosenblatt  
Timothy Rasinski  
Donald Graves  
Irene Fountas and Gay Su Pinnell  
Isabel Beck  
Richard Allington  
S. J. Samuels and David LaBerge  
Keith Stanovich  
Michael Coyne  
Douglas and Lynn Fuchs  
Topa and Joseph Torgeson  
Courtney Cazden

And many more.....