



The Citadel
School of Education

EDUC 588 - 83: Foundations in Literacy Colleton County Literacy Cohort Fall 2017	
<i>Instructor:</i> Robin Jocius, Ph.D.	<i>Class Meetings:</i> Wednesday
<i>Office:</i> 327A Capers Hall	<i>Class Hours:</i> 4:30-7:00 (tentative, pending discussion with class)
<i>Telephone:</i> 504-427-5628	<i>Meeting Room:</i> Colleton County
<i>Email:</i> rjocius@citadel.edu	<i>Office Hours:</i> Before and after class
<i>Credit Hours:</i> 3	

PREREQUISITES

There are no prerequisites for this course. Students should be enrolled in the Colleton County Literacy Cohort.

REQUIRED TEXTS AND MATERIALS

All assigned readings will be available on CitLearn. The Foundational Knowledge of Literacy Research Paper assignment needs to be uploaded to LiveText by 12/6/2017. If you do not have a LiveText account, one can be purchased from the LiveText website.

STUDENT INFORMATION

This course is a required component for the M.Ed. in Literacy Education and Graduate Certificate in Literacy.

SOUTH CAROLINA R2S ENDORSEMENT INFORMATION

EDUC 588 is an approved course for the SC R2S Literacy Teacher Endorsement and the SC R2S Requirement.

COURSE DESCRIPTION

EDUC 588 is a foundational course that examines theories, approaches, strategies, and methods for teaching literacy skills. The primary goal of the course is to deepen candidates' knowledge of the reading and writing processes in order to enable them to effectively design and implement literacy instruction. Candidates will investigate how children learn to read, explore instructional methods that support literacy development, and apply new knowledge to design effective literacy instruction. The course will provide a theoretical knowledge base while connecting and extending this knowledge to a practical level. Although grounded in the philosophy that reading and writing are not discrete entities, the course focuses primarily on reading. The developmental process of literacy growth, along with techniques for teaching phonemic awareness, word recognition, vocabulary, and comprehension skills, will be explored.

With these goals in mind, course readings and activities will help candidates reflect on:

- How will you create a classroom culture that motivates students to engage in reading for personal growth, knowledge development, enjoyment, and insight into the human experience?
- How will you support students' reading across disciplines?
- How will you support students' attempts to comprehend text? What strategies will you use to support students' efforts to construct meaning from text?

- What will you do to motivate your students to see themselves as readers?
- How will you adapt your instruction to meet the needs of individual students, including those students from diverse populations?
- What differences would you expect in terms of your students' literacy strengths and weaknesses? What are some reasons for these differences and what can you do to support students in a culturally responsive manner?
- How do you plan to work with parents in supporting their children's literacy development?

COURSE OBJECTIVES

Upon completion of this course, participants will have had opportunities to:

- Develop knowledge of the foundations of the reading process and reading instruction.
- Demonstrate and apply knowledge of research-based practices in literacy, including best practices in teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Explain and use developmentally appropriate literacy instruction and assessment, which includes integrating foundational knowledge and instructional practices with a variety of assessment tools and practices to plan and evaluate effective reading instruction for diverse populations of students.
- Explore a wide range of instructional practices, approaches, methods, and curriculum materials to support balanced literacy instruction.
- Demonstrate an understanding of a literacy curriculum that focuses on children's needs and interests while affirming and respecting culturally and linguistically diverse children, and promoting equity through the creation of learning environments and experiences.
- Evaluate informal and formal procedures for reading assessment.
- Integrate the role of home culture, linguistic diversity, gender, motivation, and everyday literacy practices within literacy instruction.
- Evaluate and suggest adaptations for curricula that ensure that learning standards, instructional strategies, and assessment are aligned; suggest adaptations for differentiating instruction to meet the needs of the learners within the classroom.

CONCEPTUAL BASE

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

Candidates will analyze two classroom environments to determine what aspects of each environment foster individual motivation to read and write. (CF 8, 11; ILA 5.2)

Candidates will demonstrate an in-depth understanding of reading and writing processes and instruction in relation to readers in diverse contexts. (CF 1, 13; ILA 1.1)

Candidate will demonstrate knowledge of the research base related to reading and writing processes, and will make connections among research, theory, teacher dispositions, and student learning. (CF 1; ILA 1.1, 1.2, 4.1, 4.3)

Candidates will design a video describing a literacy activity for an audience of parents, guardians, and community members. (CF 3, 4, 9, 14; ILA 4.2, 6.2)

COURSE GOALS WITH EVALUATION METHODS

Goal	Evaluation Methods
Candidates will analyze two classroom environments to determine what aspects of each environment foster individual motivation to read and write. (CF 8, 11; ILA 5.2)	Classroom Environment Analysis
Candidates will demonstrate an in-depth understanding of reading and writing processes and instructional strategies that support readers in diverse contexts. (CF 1, 13; ILA 1.1)	Midterm
Candidate will demonstrate knowledge of the research base related to reading and writing processes, in addition to making connections among research, theory, teacher dispositions, student learning, and the involvement of parents, guardians, and the community. (CF 1; ILA 1.1, 1.2, 4.1, 4.3)	Foundational Knowledge of Literacy Research Paper
Candidates will design a video describing a literacy activity for an audience of parents, guardians, and community members. This video will demonstrate candidates' understandings of the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. (CF 3, 4, 9, 14; ILA 4.2, 6.2)	Literacy Video

COURSE EXPECTATIONS

Class Attendance: A professional in the field of education consistently demonstrates time-honored, accepted professional dispositions including, among others, attendance and punctuality. Accordingly, this class, as a professional experience, requires attendance and punctuality at all class meetings. Attendance records will be kept, and The Citadel's CGC policy on class attendance will be adhered to (i.e., credit cannot be awarded when a student misses more than 20% of scheduled class contact hours). If, in the case of unexpected circumstances, you must miss a class, it is YOUR responsibility to notify the instructor, and to obtain any handouts, missed information and notes from a classmate who was present. You are responsible for all instructional material that was discussed. Further, any student who misses more than two classes for any reason will receive an overall grade deduction of 10%.

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately. You can see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 in Thompson Hall. You can call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement: As a professional educator, integrity is an expectation. Students in The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code available at: <http://citadel.edu/r3/honor/manual.shtml>. *Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.* This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources":

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and

partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).

- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

Field Experience: Some of the required activities for this course will require field experiences in a school setting. It is required that the candidate will be able to successfully complete the requirements.

ASSESSMENT PROCESS

PROCEDURES

In general, all assignments should be typed, double-spaced, and written in a standard 12-point font, with one inch margins on all sides of the paper. Unless otherwise noted on this syllabus or on the assignment sheet, assignments should be submitted via email to rjocius@citadel.edu by 5:00 p.m. on the day that they are due. **When submitting assignments, the written text and related artifacts (e.g., sample student assessments, photographs, task cards, student work, etc.) must be merged into a single file.** You may find it easiest to take photographs or screen shots of artifacts before inserting them into a single file. If you think an alternative format would best communicate your ideas, please discuss this with the professor in order to gain approval with at least **72 hours** advance notice.

Students are encouraged to carefully review assignment guidelines and rubrics well in advance of deadlines. If clarification is desired, questions are welcome during office hours, before class, by email, or by appointment. In general, assignments are flexible and open-ended, similar to what is required in professional environments. Because much learning occurs in discussing assignments, I am happy to assist you in clearly understanding any assignment, but you should plan ahead to ensure that there is time for such discussions.

Note: *Late assignments will receive an **automatic 10% grade penalty** as a starting point. (Example: an assignment worth 100 points will begin at 90 points). An additional 10% **may** be deducted for each day the assignment is late. Extensions will only be given due to particularly challenging circumstances.*

GRADING

Assignment	Due Date	Percentage of Grade
Attendance and Participation	N/A	10%
Classroom Environment Analysis	10/11/17	15%
Midterm	11/8/17	25%
Foundational Knowledge of Literacy Research Paper	11/29/17	35%
Literacy Video	12/6/17	15%

Final grading is based on the following scale:
90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=C, 0-69.9=F

ASSIGNMENTS

ATTENDANCE AND PARTICIPATION

Students' application of theory will be of the utmost importance for this course. Participants will reflect on significant features of current, *evidence*-based instructional practices for emerging readers and writers in relation to their previous experience both inside and outside of classroom settings. The goal is to present and use a large variety of instructional techniques and strategies. Some will be "hands-on, minds-on (i.e., thinking)" active strategies, and others will be more traditional--lecture, class discussion, and small group work. Technology will be used to supplement instruction. The instructional strategies are intended to appeal to the participants' own particular learning preferences as well as to model a variety of techniques that will help them meet the needs of the diverse students, classrooms, and situations to which and in which they teach.

Your active and constructive participation during in-class activities is expected. A consistently demonstrated commitment to being prepared for class meetings (i.e., assigned readings completed, on-time and satisfactorily completed assignments and tasks) is expected and should be obvious to the course instructor and your fellow class participants.

CLASSROOM ENVIRONMENT ANALYSIS: DUE 10/11/17

For this assignment, you will analyze two literacy classroom environments. You may choose to examine environments at different grade levels (e.g., a literacy classroom at the K-2 level and one at the upper elementary level) or in different contexts (e.g., a high school Biology classroom and a high school English classroom). You may

choose to conduct classroom observations; interview teachers, literacy coaches, and/or students; examine curricula; and collect instructional and planning artifacts. In your analysis, you must include the following: (1) introduction and discussion of the two classroom environments; (2) a discussion of instructional techniques, strategies, and materials which support students' literacy learning; (3) a critical discussion in which you make suggestions for improving the classroom environment so that it would be more supportive of all readers; and (4) a discussion of the implications for your own future literacy teaching. Your analysis paper should be approximately 4-8 pages in length. Where appropriate, please include artifacts which help to illustrate the arguments that you are making in your analysis. An assignment sheet, rubric, and samples will be posted to CitLearn. **(ILA Standard 5.2)**

MIDTERM: DUE 11/8/17

This assignment is designed for student to demonstrate an in-depth understanding of reading and writing processes, as well as instructional frameworks and techniques. The midterm examination will be a two-part examination. All students are required to complete both parts of the examination.

Part 1: Take Home (50%): This portion of the exam will be completed outside of class time. Materials needed for this examination will be posted on CitLearn.

Part 2: In-Class Quiz (50%): The in-class quiz will be a short assessment that covers content we have discussed in throughout the semester. This will be a closed book/notes quiz. **(ILA Standard 1.1)**

FOUNDATIONAL KNOWLEDGE OF LITERACY RESEARCH PAPER: DUE 11/29/17

For this assignment, you will demonstrate your knowledge of major theories of reading and writing processes and instruction in relation to readers in diverse contexts. You will choose a topic of interest (e.g., disciplinary literacy, guided reading, word study instruction, supports for reading scientific texts, fluency, vocabulary, critical literacy, multimodal composition, digital literacies) and read 3-5 scholarly articles about your topic. Then, you will synthesize your findings in a 6-10 page paper. This paper will include four sections: (1) an overview of the topic, (2) findings from the relevant literature, (3) implications for diverse learners, and (4) a conclusion which reflects upon what you learned and how you might apply your new knowledge to your work in your classroom or school. In order to complete this paper, you must critically read the scholarship and understand the factors that contribute to reading success. Your paper must include information about how your topic relates to the literacy needs of diverse learners. One note—the best research papers do more than regurgitate information; they instead make detailed and convincing arguments about what is present and what is missing within the literature, and then point to areas in which more research is needed. You will be expected to be able to share and discuss your work with other educators. We will hold a workshop, during which you will discuss your progress on your project and receive suggestions and feedback from your peers, and you will also have a designated work session for you to make progress on your work and to seek out additional resources, such as the Daniel Library staff, to assist you with your project. **(ILA Standards 1.1, 1.2, 4.1, 4.3)**

LITERACY VIDEO: DUE 12/6/17

Your task is to create a short literacy video explaining a topic of your choice (e.g., nonfiction texts; inferring; fluency; phonemic segmentation; reader's theater; etc.) to an audience of parents, guardians, and community members. You may choose to work individually or in small groups, build on your work with the *Foundational Knowledge of Literacy Research Paper*, or you may choose a new topic entirely—it's up to you! The goal of this project is for you to demonstrate effective interpersonal, communication, and leadership skills by sharing an activity with your audience and modeling a positive attitude toward literacy. The video should be between 2-5 minutes long, and needs to include the following: (1) name and define your topic; (2) show examples of your topic; (3) state why your topic is important. This video should be an engaging and creative representation of a literacy topic, and your video should be created in Windows Media Maker or iMovie or any online program that makes films. This is not a PowerPoint presentation project! As the final presentation for this course, you will present your video to the class. **(ILA Standards 4.2, 6.2)**

Course Calendar

(Note: All readings/activities are subject to change, based on student needs, preferences, and experiences.)

Date and Topic	Assignments Due	Readings (Due that Day)
Session 1 8/30/17 Welcome! Literacy and the SC R2S Act		In Class: 1. Course Introductions 2. South Carolina R2S Act 3. Student Survey
Session 2 9/6/17 Theoretical Perspectives on Reading		1. Required: Chapter 1, The Nature of Literacy (pp. 3-26), Gunning, T. (2013). <i>Creating literacy instruction for all students</i> . New York: Pearson. 2. Recommended: Chapter 1, Examining the Historical Context for Teaching Reading: Vogt, M., & Shearer, B. (2010). <i>Reading specialists and literacy coaches in the real world</i> . (3rd Ed.). New York: Pearson. 3. If Interested: Goodman, K. S. (1994). Reading, writing, and written texts: A transactional sociopsycholinguistic view. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.), <i>Theoretical models and processes of reading</i> (4th ed., pp. 1093-1130). Newark, DE: International Reading Association. In Class: 1. Jigsaw: NRP Executive Summary: Available on Citlearn and online at https://www.nichd.nih.gov/publications/pubs/nrp/Pages/findings.aspx
Session 3 9/13/17 Instructional Frameworks: Literacy Learning Across the Grade Level Continuum		1. Required: Chapter 3: Guided Reading within a Balanced Literacy Program (pp. 21-42): Fountas, I. C., & Pinnell, G. S. (1996). <i>Guided reading. Good first teaching for all children</i> . Portsmouth, NH: Heinemann. 2. Required: NCTE. (2007). <i>Adolescent literacy: A policy research brief</i> . Champaign-Urbana, IL: National Council of Teachers of English. Available: http://www.ncte.org/library/NCTEfiles/Resources/Magazine/Chron0907AdLitBrief.pdf 3. If Interested: Moats, L. C. (1999). <i>Teaching reading is rocket science: What expert teachers of reading should know and be able to do</i> . Washington, DC: American Federation of Teachers. (pp. 1-27).
Session 4 9/20/17 Emergent Literacy, Print Awareness, and the Literate Environment		1. Required: Roskos, K. A., Christie, J. F., & Richgels, D. J. (2003). The essentials of early literacy instruction. <i>Young Children</i> , 58(2), 52-60. 2. Recommended: National Early Literacy Panel. (2009). <i>Executive Summary. Developing early literacy. Report of the National Early Literacy Panel. A scientific synthesis of early literacy development and implications for intervention</i> . Jessup, MD: National Institute of Literacy. Available from: http://lincs.ed.gov/publications/pdf/NELPSummary.pdf 3. Recommended: Beck, I. L., & McKeown, M. G., (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. <i>The Reading Teacher</i> , 55, (1), 10-20. 4. Recommended: The Alphabetic Principle: http://www.readingrockets.org/article/3408/

Session 5 9/27/17 Field Work		<p style="text-align: center;"><i>Field Work: Classroom Environment Analysis</i></p> <ol style="list-style-type: none"> 1. Recommended: Chapter 4: Designing and organizing the learning environment (pp. 43-51). Fountas, I. C., & Pinnell, G. S. (1996). <i>Guided reading. Good first teaching for all children</i>. Portsmouth, NH: Heinemann.
Session 6 10/4/17 Phonological Awareness & Phonics		<ol style="list-style-type: none"> 1. Required: Phonological awareness (pp. 115-127; see lesson models if interested), <i>Teaching Reading Sourcebook</i> 2. Required: Stahl, S. A. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. <i>The Reading Teacher</i>, 60, 618-625. 3. Recommended: Chard, D. J., & Dickson, S. V. (1999). Phonological awareness instructional and assessment guidelines. <i>Intervention in School and Clinic</i>, 34(5), 261-270.
Session 7 10/11/17 Vocabulary	Classroom Environment Analysis emailed to rjocius@citadel.edu by 5 p.m. on 10/11/17	<ol style="list-style-type: none"> 1. Required: Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal of Adolescent and Adult Literacy</i>, 50(7), 528-537. 2. Recommended: Diamond, L., & Gutlohn, L. (2006). Teaching Vocabulary (Interactive Version available at http://www.readingrockets.org/article/teaching-vocabulary) 3. If Interested: Biemiller, A. (2006). Vocabulary development and instruction: A prerequisite for school learning. In D. Dickinson & S. B. Neuman (Eds.), <i>Handbook of early literacy research</i> (Vol. 2, pp. 41-51). New York, NY: Guilford.
Session 8 10/18/17 Word Study and Research Paper Workshop		<ol style="list-style-type: none"> 1. Required: Williams, C., & Hufnagel, K. (2005). The impact of word study instruction on kindergarten children's journal writing. <i>Research in the Teaching of English</i>, 39(3), 233-270. 2. Recommended: Ganske, K., & Jocius, R. (2013). Small-group word study: Instructional conversations or mini-interrogations? <i>Language Arts</i>, 91(1), 23-40.
Session 9 10/25/17 Field Work: Literacy Research Paper		<p style="text-align: center;"><i>Field Work: Literacy Research Paper</i></p>
Session 10 11/1/17 Fluency and Comprehension		<ol style="list-style-type: none"> 1. Required: McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. <i>The Reading Teacher</i>, 65(7), 432-440. 2. Recommended: Chapter 3 (pp. 52-84), Duke, N., Pearson, D., Strachan, S., & Billman, A. (2011). Essential elements of fostering and teaching reading comprehension. In J. Samuel and A. Farstrup (Eds.), <i>What research has to say about reading instruction</i>. Newark, DE: International Reading Association 3. Recommended: Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. <i>The Reading Teacher</i>, 62(6), 512-521.

Session 11 11/8/17 Demonstrating Knowledge of Literacy Development	Midterm submitted as email by midnight on 11/8/17	MIDTERM Individual Conferences
Session 12 11/15/17 Writing, Reader Response, and Critical Literacy		<ol style="list-style-type: none"> 1. Required: Graham, S., & Hebert, M. (2010). <i>Writing to read. Evidence for how writing can improve reading. A Carnegie Corporation time to act report.</i> Washington, D.C.: Alliance for Excellent Education. [Focus on pp. 9-26] 2. Recommended: Wood, S., & Jocius, R. (2013). Combating "I hate this stupid book": Black males and critical literacy. <i>The Reading Teacher</i>, 66(8), 661-669. 3. Recommended: Spiegel, D. L. (1998). Reader response approaches and the growth of readers. <i>Language Arts</i>, 76(1), 41-48. 4. If Interested: Chapter 24, <i>Writing About Reading</i> (pp. 493-511), Calkins, M. (2001). The art of teaching reading. New York: Longman.
<p>11/22/17 No Class: Thanksgiving Break</p>		
Session 13 11/29/17 Field Work	Literacy Research Paper emailed to rjocius@citadel.edu by 5 p.m.	<i>Field Work: Literacy Video</i>
Finals Week 12/6/17 Connecting to Educators, Families, and Communities: Literacy Video Presentations	Literacy Videos Sent via Google Drive or other means by 5:00 p.m. on 12/6/17	<p>In Class:</p> <ol style="list-style-type: none"> 1. Literacy Video Presentations