

**Western Kentucky University  
College of Education and Behavioral Sciences  
School of Teacher Education  
Syllabus Outline  
Spring 2012**

**LTCY 519—Foundations of Reading Instruction**

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**Required Textbook:**

Morrow, L. M. & Gambrell, L. B., Eds. (2011). *Best Practices in Literacy Instruction*, 4<sup>th</sup> edition. New York: The Guilford Press.

**Prerequisites:** None

**Course Description:** Analysis of the reading and writing process with emphasis on the psychological and physiological foundations of the reading act.

**Course Rationale:** This course provides the graduate student in education a rudimentary study of the foundations of reading and writing instruction. This experience will expand students' understanding on the reading process.

**Course Objectives & Outcomes**

**Course Disposition Statement(s)**

The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

The teacher is committed to using assessment to identify student strengths and promotes student growth rather than to deny students access to learning opportunities.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**Course Requirements and Evaluations**

**Professionalism, Participation, Collegiality (25 points)**

You are expected to be a fully participating member of this class. All students are expected to contribute to this community of learners by being positive participants in all in-class discussions and on the **discussion board** in Blackboard.

**Discussion Board 190 points = 10 points each for 19 different Discussion Board**

## **RESPONSES.**

To facilitate students' ability to become reflective educators, decision makers, and to construct meaning for an understanding of the interrelationships and application of educational theory into classroom practices, students will engage in Discussion Board entries responding to the assigned prompt. The purpose of this assignment is to allow students to reflect, explore and dialogue with the university instructor and with **each other** concerning topics and issues discussed in class or as these issues relate to the experiences of the student. The discussion boards take place in BlackBoard (<http://ecourses.wku.edu/>). This forum provides with a means of communication and exploration of topics/assignments. The text for this course will guide our discussions.

**Scoring for this assignment will be based on the following criteria:**

1. **thoughtful insights**
2. **all responses posted by DUE dates**
3. **sharing of experiences specific to topic of discussion**
4. **specific references to information from our text or other outside readings (references must accompany)**

**NO "drive-by," "hit-and-run" or "token" responses**

**Students MUST reply to at least one other student's entry (in addition to their own response to the question) - as in a class discussion or "grand conversation" on these topics.**

**Discussion prompts will be posted by Tuesdays at noon. Student responses are due no later than Sunday (5 days later) at midnight. Late posts will receive a grade of zero.**

### **Literacy Autobiography (60 points)**

Students will compose a reflective literacy autobiography that includes the following components:

- Your first recollections of reading/writing/literacy experiences; interview family members, etc., to refresh your memory, if necessary. Include titles and impressions of the first books you remember reading. Include any samples of your early writing (some people save these things) or descriptions of stories you remember having written at a young age.
- Elementary, middle and secondary school literacy experiences (be reflective and "dig deep")
- Personal introduction and description of your previous and current home literacy environment, culture, attitudes and daily oral and written literate practices
- How previous and current oral and written literacy experiences impact your current attitudes, practices, uses and literacy instruction (reading, writing, oral language use) in the classroom (be SPECIFIC using real life examples and application)

- Current changes occurring in your attitudes and practices (be **SPECIFIC** and reflective)

Your literacy autobiography should be 3-5 pages in length (typewritten, double-spaced) and must be submitted as a Word document in Blackboard.

### **Lesson Plan (75 points)**

**Initial lesson plan = 5 points**

**Revised lesson plan = 70 points**

Students will **submit a lesson plan** that they have taught or will design one to teach (preferably in the content areas of language arts, science, or social studies - math allowed only with prior permission from instructor). No particular lesson plan format is required, but the lesson plan should include common elements of a formal lesson plan (KY standards being addressed, materials, procedures, methods, assessment, etc.). The instructor will review this lesson plan and will ask students to review the lesson plan for comment and comparison at the END of the semester. Students will **revise** the lesson plan to demonstrate learned content from this course and will submit the revised lesson plan and a response paper which includes explaining changes made in the lesson plan, pedagogy changes, etc. **The revised lesson plan must reflect ACTIVE reading strategies (pre/during/post), "best practice" in writing instruction, as well as best practice in viewing, listening, and technology. The plan must also include specific strategies and considerations for student diversity.**

**If you have never written a lesson plan and do not have one at your disposal, please email me to discuss other options available to you. IF you are in teacher education at any level (elementary, middle, secondary, special education, library media, early childhood), you are expected to turn in an original lesson plan that you have written.**

### **WebQuest (150 total points)—CRITICAL PERFORMANCE FOR LTCY 519!**

**A Webquest about Webquests = 25 points**

**Webquest = 125 points**

Develop a WebQuest focusing on aspects of ACTIVE reading strategies and supporting diverse learners. **Your webquest may be submitted as a URL or in a PowerPoint format.** The URL can be from your own web page or from Bernie Dodge's website: <http://webquest.org/questgarden/author/>.

To begin your work on the WebQuest you need to review some training materials on-line:

- <http://www.pampetty.com/webquests/home.htm>
- The How do I Begin (<http://www.pampetty.com/webquests/begin.htm>) and
- Creating Your Own WebQuest (<http://www.pampetty.com/webquests/creating.htm>) pages will be very useful to you as they walk you through the process.
- Another critical thing you need to do is LOOK AT OTHER WebQuests on-line – see what others have created in your content area, determine what you like, what you dislike, etc. Then take the lists of likes and dislikes and use those ideas (with credit given) as you create your own WebQuest.

An excellent resource is Bernie Dodge's web site at San Diego State University. Go to <http://webquest.sdsu.edu/> . Click on **Useful Resources** and then go to **A WebQuest about Webquests**. Select the age group you prefer and complete the comparison of several webquests. Copy the worksheet given. Select ONE role to play and fill out your responses. Then return to me in Blackboard. **(25 points)**

Bernie Dodge has made it easy to create webquests without having to use Front Page or FTP at his new site: <http://webquest.org/questgarden/author/> . You may use this site for free for 30 days or you may join for 2 years for \$20. It is well worth the price for the time that you will save.

### **Final Reflection Paper (100 points)**

A Final Reflection Paper will be submitted that provides insight into your own personal journey through this course, demonstrates your understanding and internalization of the course objectives, and illustrates that you have a firm grasp of the core elements of language and literacy development, how diversity affects that development, and methods to ensure that all students learn to read, write, listen, speak, and use technology so as to be successful citizens in society. Specifically, the reflection paper should include the following:

For 70 points:

- self-assessment of your own learning and growth
- synopsis of how your instruction/views have changed based on the content of this course AND how those changes will affect your plan of action in your classroom (or future classroom)
- most significant "ah-ha" you experienced this semester
- your best-stated view of how you will adjust (plan for) the literacy development of your students (present/future) - in other words: what would it be like to be a student in your classroom
- goals for your personal literacy development
- goals for your professional development in literacy
- goals (with specific examples) for how you will implement new strategies and methods based on the content in this course
- reflection paper should be 5-7 pages in length

For 30 points:

A bibliography, list of resources, and/or related materials/artifacts must be included. **The ANNOTATED bibliography (includes a brief description of the contents of the resource) must include at least 15 professional resources (books, professional articles).** Scoring will include grammar/mechanics. Type in 12 point Times New Roman or Arial font, double-spaced. Bibliography/resources **APA style (latest ed)**. Here is an on-line APA style website (for your convenience): (NOTE: You will lose points if APA style is not followed exactly.)

### **The Fine Print:**

It is expected that ALL assignments will be submitted on their due dates. Late assignments will be penalized 20% of their possible point value if submitted within two consecutive days of their due date and 50% if submitted 3-7 days late. Further penalties will be assessed for assignments turned in beyond that point. Discussion Board responses will NOT be accepted late. This policy is instituted primarily to prevent students from becoming overloaded at the end of the semester. All assignments must be submitted in Blackboard and **must be in the following formats:**

- **.doc or .docx (Microsoft WORD)**
- **.rtf (rich text format)**
- **other acceptable formats include PowerPoint and html**

NOTE: All assignments will be graded for content and mechanics.

The previously-stated policy on late work applies even in circumstances when the student is given an incomplete ("X") for failure to upload an assignment to the Electronic Portfolio System. Students requesting an incomplete for another reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor's judgment regarding the circumstances of the student's request. According to the catalog on Undergraduate Catalog p.28/Graduate Catalog, p.13, "A grade of 'X' (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. "An 'X' received by a student will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer excluded). The grade of 'X' will continue to appear as the initial grade on the student's transcript, along with the revised grade.

***Keep copies of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.*** It is expected that you will read and reflect on required course readings. Selected course readings will help you develop the knowledge and theoretical base needed for teaching diverse learners strategies for reading in the content areas.

### **Evaluation and Grade Assignment**

Assessment will include written assignments, performance events, and evaluation of student plans for reading instruction. The student must achieve minimum competency, otherwise the course must be repeated.

Final grade LTCY 519 will be based on a 600 point scale:

<b><u>Grade</u></b>	<b><u>Percentages</u></b>	<b><u>Points</u></b>
<b>A</b>	<b>93-100</b>	<b>558-600</b>
<b>B</b>	<b>85-92</b>	<b>510-557</b>
<b>C</b>	<b>77-84</b>	<b>462-509</b>

D	70-76	420-461
F	69 or less	419 or less

**Website Addresses: (for your resource file)**

Teacher-oriented sites:

Kentucky Department of Education: <http://www.kde.state.ky.us/>

International Reading Association: <http://www.reading.org/>

Children's Literature Web Guide: <http://www.ucalgary.ca/~dkbrown>

ERIC Clearing on Reading, English & Communication:  
[http://www.indiana.edu/~eric\\_rec/index.html](http://www.indiana.edu/~eric_rec/index.html)

Booklist (reviews): <http://www.ala.org/booklist/>

Child-oriented sites:

Kids on the Web: <http://www.zen.org/~brendan/kids.html>

Jan Brett's Home Page: <http://www.janbrett.com/>

Ann Arbor District Library Kid's page: <http://www.anarbor.lib.mi.us/kidspg/kidspgw.html>

K-12 English: <http://www.ceismc.gatech.edu/BusyT/eng.html>

English literature and composition resources on the Internet:  
<http://www.iat.unc.edu/guides/irg-30.html>

Pam Petty's Education Site: <http://www.pampetty.com/>

**Supplementary Resources:**

<http://www.stenhouse.com/pdfs/0082guid.pdf>

- Study Guide for Methods that Matter: Six Structures for Best Practice Classrooms by Harvey Daniels and Marilyn Bizar

<http://www.stenhouse.com/pdfs/0072guid.pdf>

- Study Guide for Non-Fiction Matters by Stephanie Harvey

<http://knowledgeloom.org/practices3.jsp?location=1&bpinterid=1174&spotlightid=1174>

- Adolescent Literacy in the Content Areas

[http://www.reading.org/positions/second\\_language.html](http://www.reading.org/positions/second_language.html)

- Second-Language Literacy Instruction:  
A Position Statement of the International Reading Association

[http://www.reading.org/positions/adol\\_lit.html](http://www.reading.org/positions/adol_lit.html)

- International Reading Association's Position Statement on Adolescent Literacy -  
(prompt should refer to the bulleted list)

<http://www.stenhouse.com/pdfs/0310guid.pdf>

- Study Guide for Strategies that Work by Stephanie Harvey and Anne Goudvis
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Allington, R.L., & Walmsley, S.A. (1995). *No quick fix*. New York: Teacher's College Press.

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. New Jersey: Boynton/Cook.

Delpit, L. (1994). *Other people's children: Cultural conflict in the classroom*. NY: New Press

Dewey, J. (1916 or 1966). *Democracy and education: An introduction to the philosophy of education*. NY: Macmillan.

Gay, G. (1994). *At the essence of learning: Multicultural education*. NY: Macmillan.

Gay, G. (2000). *Culturally responsive teaching*. NY: Teacher's College Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. CA: Jossey-Bass Publishers.

Oakes, J. (1985). *Keeping track: How schools structure inequality*. NY: Yale University Press.

Powell, R. (1999). *Literacy as a moral imperative: Facing the challenges of a pluralistic society*. Maryland: Rowman and Littlefield.

Roe, B.D., Stoodt, B.D., & Burns, P.C. (1998). *Secondary school literacy instruction: The content areas*. Boston: Houghton Mifflin Company.

Santa, C.M., & Alvermann, D.E. (1991). *Science learning: Processes and applications*. Delaware: International Reading Association.

Vacca, R.T., & Vacca, J.A.L. (1998). *Content area reading: Literacy and learning across the curriculum*. New York: Harper Collins College Publishers.

### **Plagiarism Policy:**

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

### **Disability Accommodations Statement:**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.