

**Western Kentucky University  
College of Education and Behavioral Sciences  
School of Teacher Education  
Syllabus Outline  
Spring 2016**

**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.

**Kentucky Teacher Standards:**

**Standard 1: The teacher demonstrates applied content knowledge.**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas

**Standard 7: Reflects on and evaluates teaching and learning**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**Framework for Teaching Standards:**

**Domain 1: Planning and Preparation**

- 1A: Demonstrating knowledge of content and pedagogy
  - Knowledge of content and the structure of the discipline
  - Knowledge of prerequisite relationships
  - Knowledge of content-related pedagogy
- 1C: Selecting instruction outcomes
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse students

- 1D: Demonstrating knowledge of resources
  - Resources for classroom use
  - Resources to extend content knowledge and pedagogy
  - Resources for students

### **InTASC Standards:**

#### **Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

### **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*

### **Completion of tutorial on plagiarism (10 points)**

Here is the URL for the tutorial: Indiana University: <https://www.indiana.edu/~istd/>. Once you have completed the tutorial, copy the final page into a Word document and then upload into Blackboard to show your completion.

### **Professionalism, Participation, Collegiality (50 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 (50 points)**

Students will compose a reflective literacy autobiography that includes the following components (**which should have headings for each bullet**):

- 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.

### **8-10 Hours of Field Experience (80 points + possible 20 points extra credit)**

You are required to observe other teachers in classroom situations and/or implement strategies given in the textbook in your own classroom. A specific format can be found in Blackboard for discussing your field experiences and then submitting them back to Blackboard.

### **Literature Review (50 points)**

You will select a topic based upon the chapters in the textbook and then find at least FIVE current (no more than 10 years old) articles or book chapters that discuss your topic. You will then write a literature review which includes an overview of important concepts learned from all your resources (with citations from all sources). This is NOT an annotated bibliography. It is an integrated paper that discusses related points as they arise from different resources. After collecting your resources, you will find **common threads** and explain them in your 4-6 page paper.

### **Final Reflection Paper (70 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 (**which should have headings for each bullet**):

- 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

### **The Fine Print:**

It is expected that ALL assignments will be submitted on their due dates. **Late assignments lose 10% the first consecutive calendar day and an additional 10% for each consecutive calendar day. They will not be accepted more than 5 days late.** 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 500 point scale:

<b>Grade</b>	<b>Percentages</b>	<b>Points</b>
<b>A</b>	<b>93-100</b>	<b>465-500</b>
<b>B</b>	<b>85-92</b>	<b>425-464</b>
<b>C</b>	<b>77-84</b>	<b>385-424</b>
<b>D</b>	<b>70-76</b>	<b>350-384</b>
<b>F</b>	<b>69 or less</b>	<b>349 or less</b>

### **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. If it is determined that a student has plagiarized, he/she will receive an F for that assignment and may receive an F for the entire course.

**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.