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MEDX EDUC 621 section 956
Explorations in Literacy

Fall 2008

Tuesdays, 4:45 – 7:35, Carolina Center for Education Excellence, room 105

Instructor

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Description of the Course

Explorations in Literacy is a graduate survey course in the teaching of literacy. In this course, we will explore the nature of reading and writing, as well as the characteristics of developing readers and writers, with special emphasis on effective instructional practices in these areas. This course includes an exploration of what it means to be a reader/writer, the nature of reading and writing processes, and critical features of developmental phases of reading and writing. We will critique a variety of instructional practices and literacy programs in relation to what it means to be literate.

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions

within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Course Objectives

1. To provide an overview of literacy theories and research to inform instructional practices.
2. To provide knowledge and understanding of major approaches to reading or enhancing reading and writing at the different stages or phases of students' literacy development.
3. To provide knowledge and understanding of a number of specific skills, strategies, and methodologies for helping all learners to improve in reading and writing.
4. To provide an understanding of ways to differentiate reading and writing instruction to meet the needs of diverse learners.
5. To assist experienced teachers in understanding their roles as change agents and to assist them in becoming more effective teachers by informing their pedagogical decisions with recent theory and research on the reading and writing processes and instruction.

Conceptual Framework

The Conceptual Framework of the School of Education is "Preparing Leaders in Education for Excellence and Equity in a Democratic Society." In EDUC 621 we will examine issues around best practices in literacy instruction for children. Diversity within the classroom will be emphasized, along with assessment and assuring the best instruction for each child. Additionally, we will investigate and discuss current literature in the field, familiarizing ourselves with the research base, as well as current research and trends in literacy instruction. The Reading Specialist Add-On Licensure program is guided by the idea that classroom and special teachers of reading/writing/language arts contribute to positive change in how students are taught in their schools. These contributions are guided by understandings of the psychology of reading and writing as well as social, cultural, political and physical / physiological aspects of literacy development.

EDUC 621- Standards Addressed

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| NC-SOE-P1 | Candidates possess the necessary content knowledge to support and enhance student development and learning. |
| NC-T-RDT.M.1 | Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction. |
| NC-T-RDT.M.1.1 | Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories |
| NC-T-RDT.M.2 | Standard 2: Instructional strategies and curriculum materials: Reading |

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| | Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials. |
| NC-T-RDT.M.2.1 | Indicator 1: Establish meaningful and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based). Demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all learners. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices |
| NC-T-RDT.M.2.2 | Indicator 2: Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. Support teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices that address the differing stages of development, cultures, and linguistic backgrounds of learners. Assist teachers in selecting evidenced-based reading practices to best meet the needs of all learners. Demonstrate the practices in their own teaching and in demonstration teaching |
| NC-T-RDT.M.2.3 | Indicator 3: Facilitate effective reading instruction for learners at different stages of reading/writing development and from different cultural/ linguistic backgrounds by using a wide range of curriculum materials. Support classroom teachers and paraprofessionals in the acquisition and use of a wide range of curriculum materials. Explain the evidence base for selecting materials and methods to best meet the needs of all learners. Demonstrate the effective use of reading and writing materials and practices in their own teaching and demonstration lessons |
| NC-T-RDT.M.3 | Standard 3: Assessment, diagnosis, and evaluation: Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction. |
| NC-T-RDT.M.3.1 | Indicator 1: Use a wide range of assessment tools and practices, including individual and group standardized tests and informal classroom assessment strategies incorporating technology as appropriate. Establish the significance of assessment in the delivery of evidence based reading instruction. Develop appropriate building and district wide reading assessment plans |
| NC-T-RDT.M.3.2 | Indicator 2: Determine learners' placements along a developmental continuum, identify learners' proficiencies and difficulties, and initiate appropriate referrals. Support the classroom teacher in the assessment of individual learners. Interpret and utilizing the assessment data to determine appropriate services |
| NC-T-RDT.M.3.3 | Indicator 3: Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds. Collaborate with teachers and other educational professionals to provide appropriate reading instruction based on assessment data. Collect, analyze, and use school - wide assessment data to implement and revise school reading programs |
| NC-T-RDT.M.4 | Standard 4: Creating a Literate Environment: Reading Teachers create a literate environment that fosters reading and writing by integrating |

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| | foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments |
| NC-T-RDT.M.4.1 | Indicator 1: Use learners' interests, reading abilities and backgrounds as foundations for the reading and writing program. Demonstrate ability to assist classroom teachers and paraprofessionals in implementation. Demonstrate the integration of knowledge, practice, materials, and use of assessments in their own teaching or in demonstration lessons |
| NC-T-RDT.M.4.3 | Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing |
| NC-T-RDT.M.5 | Standard 5: Professional development: Reading Teachers view professional development as a career-long effort and responsibility |
| NC-T-RDT.M.5.1 | Indicator 1: Display positive dispositions related to reading and the teaching of reading. Articulate connections between teacher dispositions and student achievement. Serve as a role model to other members of the school community. |
| NC-T-RDT.M.5.2 | Indicator 2: Pursue the development of professional knowledge and dispositions. Conduct leadership/action research/professional study groups for paraprofessionals, teachers, administrators, and/or families. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal and professional development plans. Document evidence of participation and/or membership in professional organization(s). |
| NC-T-MST-Licensure Standard.1 | The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. |
| NC-T-MST-Licensure Standard.3 | The candidate uses research to examine and improve instructional effectiveness and student achievement. |
| NC-T-MST-Licensure Standard.5 | The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession. |

EDUC-621 - Standards Assessed – MEDX Syllabus

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| NC-SOE-P1 | Candidates possess the necessary content knowledge to support and enhance student development and learning. |
| NC-T-RDT.M.1 | Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction. |
| NC-T-RDT.M.1.1 | Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories |
| NC-T-RDT.M.4.3 | Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing |
| NC-T-MST-Licensure | The candidate demonstrates instructional expertise by applying the |

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| Standard.1 | theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. |
| NC-T-MST-Licensure Standard.3 | The candidate uses research to examine and improve instructional effectiveness and student achievement. |
| NC-T-MST-Licensure Standard.5 | The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession. |

Activities and Assignments

Weekly reflections

Each week you'll be expected to reflect on the course readings and your classroom. Reflections (in whatever form, see assignment sheet) should be completed no later than Mondays.

Group Inquiry Project

As a small group, you will be working with your colleagues to explore a topic of literacy learning and teaching in greater depth. See the project assignment sheet.

Demonstration Lessons

Throughout the semester you'll be required to conduct two demonstration lessons. These lessons are completed in your own classroom (whole class, small group, or with an individual student) and are intended to demonstrate a method, strategy or instructional plan. You'll videotape the lesson and present it to your group during class time.

Evaluation and grading

| <u>Assignment</u> | <u>Value</u> | <u>Due Date</u> |
|-----------------------------------|--------------------------------|-----------------|
| Participation & Notes Club | 50 points | ongoing |
| Weekly reflections and final exam | 50 points | Mondays |
| Group Inquiry Project | 50 points | scheduled date |
| Demonstration Lessons | <u>50 points</u> 200 points | scheduled date |

Grades will be assigned as follows:

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| 90 - 100 points | H | (high pass) |
| 80 - 89 points | P | (pass) |
| 70 - 79 points | L | (low pass) |
| Below 70 points | F | (fail) |

Submission of Assignments

Unless otherwise noted, all assignments should be submitted to me through Blackboard's Digital Drop Box.

Late Policy for Assignments

All assignments / projects / presentations are due on the dates that are given or that you signed up for. If you cannot have an assignment completed by the due date, please arrange with me (preferably at least 24 hours in advance) to renegotiate the deadline.

Honor Code

Class members are expected to abide by the University Honor Code.

Requirements

Required Texts

Tracey, D.H. & Morrow, L. (2006). *Lenses on reading: An introduction to theories and models*. Guilford Press

Gambrell, L.D., Morrow, L., & Pressley, M. (2007). *Best practices in literacy instruction*. Third edition. Guilford Press

Attendance and Participation

Class revolves around discussion. In order to participate fully in discussion, please be prepared for class by having completed any participation assignments (quick writes, entry passes, etc) and by having read the required texts for that day.

In order to provide the class with much information without as much reading, each student will be expected to participate in our Notes Club. Please be prepared with your Notes Club on the day you signed up for.

It is my expectation that you are on time and attend every class session. I understand that situations may arise during the semester that would cause you to miss class. If this is the case and you must miss class, contact me by phone (or e-mail, but only if it's more than 24 hours in advance) PRIOR to the class session—otherwise the absence will be unexcused and will impact your participation grade. All course assignments are due on the scheduled due date regardless of class attendance. Two or more absences are a cause for concern. If you miss a second class, please schedule a meeting with me so that we can catch you up on what you missed.

Email is the preferred method of communication during this course. I will respond to all email correspondence within 24 hours. Please check your email between class sessions and within 24 hours of class meetings, as I may need to email you information about the upcoming class. If you don't regularly check your UNC account, please arrange to have your email forwarded to an account that you do check regularly.

Topics and Schedule

| Class | Class Topics | Readings and Assignments Due |
|-------------------|---|--|
| Week 1 Aug 19 | | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 1: Evidence-based best practices for comprehensive literacy instruction |
| Week 2 Aug 26 | Historical trends in literacy instruction Introduction to theoretical models of literacy | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 2: Balance in comprehensive literacy instruction: Then and now Lenses on Reading <ul style="list-style-type: none"> Chapter 1: Introduction to Theories and Models |
| Week 3 Sept 2 | Best practices for many learners Early theoretical models of literacy | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 3: Best practices in early literacy development in preschool, kindergarten, and first grade OR <ul style="list-style-type: none"> Chapter 6: Best practices in adolescent literacy instruction Lenses on Reading <ul style="list-style-type: none"> Chapter 2: Early Roots: Early theories and models applicable to reading (400 B.C. – 1899). |
| Week 4 Sept 9 | Struggling readers | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 4: Best practices for struggling readers Behind test scores: What struggling readers really need. Sheila W Valencia; Marsha Riddle Buly. <i>The Reading Teacher</i> ; Mar 2004; 57, 6 |
| Week 5 Sept 16 | English Language Learners Behaviorism | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 5: Best Practices for literacy instruction for English-Language learners Lenses on Reading <ul style="list-style-type: none"> Chapter 3: Behaviorism: The dominant educational theory for 50 years (1900-1950s) |
| Week 6 Sept 23 | Culturally and linguistically diverse students | <ul style="list-style-type: none"> Choice of cultural memoirs Delpit – TBA Wheeler, R.S. & Swords, R. (2004). Codeswitching: Tools of language and culture transform the dialectally diverse classroom. <i>Language Arts</i>, 81, 6, p. 470. |
| Week 7 Sept 30 | Comprehension learning & instruction Constructivism | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 10: Best practices in teaching comprehension Lenses on Reading <ul style="list-style-type: none"> Chapter 4: Constructivism (1920s-Present) |
| Week 8 Oct 7 | Vocabulary learning and instruction | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 8: Best practices in vocabulary |

| instruction | | |
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| Week 9 Oct 14 | Fluency development and instruction Theories of literacy development | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 9: Best practices in fluency instruction Lenses on Reading Chapter 5: Theories of literacy development (1930s-Present) |
| Week 10 Oct 21 | Development and instruction of phonics (and phonemic awareness) | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 7: Best practices in teaching phonological awareness and phonics Stahl, S.A., Duffy-Hester, A.M., & Stahl, K. (1998). Everything You Wanted to Know About Phonics (But Were Afraid to Ask). <i>Reading Research Quarterly, 33(3)</i> , 338-355. |
| Week 11 Oct 28 | Literacy Assessment Social learning perspectives | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 12: Best practices in literacy assessment Lenses on Reading <ul style="list-style-type: none"> Chapter 6: Social Learning Perspectives (1960s-Present) |
| Week 12 November 4 | Writing development and instruction | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 11: Best practices in teaching writing Additional reading TBD |
| Week 13 Nov 11 | New Literacies Information processing and cognitive processing theoretical perspectives | Lankshear&Knobel. (2007). New literacies: Everyday practices and classroom learning. Chapter 1 Lenses on Reading <ul style="list-style-type: none"> Chapters 7-9: Information / Cognitive processing perspectives (1950s-Present) |
| Week 14 Nov 18 | Multimodalities Critical Literacies | |
| Week 15 Nov 25 | Praxis - Theory meets practice for action | Best Practices in Literacy Instruction <ul style="list-style-type: none"> Chapter 17: Achieving best practices Lenses on Reading <ul style="list-style-type: none"> Chapter 10: Putting it all together |
| Exam | Friday, December 12 | Final exam due. |