RDG 530 FOUNDATIONS OF LITERACY
College of Education
Department of Language, Literacy & Special Populations

RDG 530 is a required course for the Masters in Reading and Reading Specialist Certification.

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities’ diverse learners.

Instructor: Dr. Debra P. Price
Teacher Education Center 107A
P.O. Box 2119/SHSU
Office phone: (936) 294-1135
Home phone: (936) 436-1242
Email: dprice@shsu.edu
Office hours: Mon.-1:00-5:00; Tues.-1:00–4:00; W 9:00-12:00
By Appointment

Text/Readings:


In addition to the required course readings, graduate students will self-select books and professional journals related to assigned topics.

Course Description: This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

### Standards Matrix:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (* indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of theories, processes, and principles of language and literacy development through in-class discussions, presentations and written projects</td>
<td>Engages in discussion groups both face-to-face and online focused on theory and research; Researches individual theories and collaborates with colleagues to present a learning theory; Evaluates present classroom practices in light of current theory and research; Applies theories, processes, and principles to classroom; Demonstrates understanding of theories, processes, and principles.</td>
<td>discussion rubric; Theory powerpoint presentation rubric; Classroom change project Philosophy statement</td>
<td>2.18k, 4.1k, 4.2k, 4.3k, 4.4k, 4.6k 2.10s, 2.11s; 4.1s, 4.2s, 4.3s, 4.8s 1.1, 1.5, 1.6, 1.7, 2.2, 5.1, 16.3</td>
</tr>
<tr>
<td>Compare and contrast current and historical perspectives of the nature, purposes, and approaches to the teaching of literacy</td>
<td>Engages in discussion groups about current &amp; historical perspectives on literacy</td>
<td>discussion rubric</td>
<td>4.6k 4.1s, 4.8s 2.10, 2.11</td>
</tr>
<tr>
<td>Discusses and uses the various models of literacy instruction as evidenced by projects and reflections related to classroom teaching experiences</td>
<td>Evaluates personal approach to teaching in light of models</td>
<td>discussion rubric</td>
<td>1.19k, 3.1k, 4.6k, 4.1s, 4.2s, 4.8s</td>
</tr>
<tr>
<td>Develops personal philosophy statement</td>
<td>Philosophy statement</td>
<td>4.1s, 4.2s, 4.8s</td>
<td></td>
</tr>
<tr>
<td>Participates as a member of a special interest group online to discuss and investigate literacy instruction</td>
<td>Special Interest Group (SIG) final article</td>
<td>2.5, 5.1, 12.2</td>
<td></td>
</tr>
<tr>
<td>Discusses models of reading/writing instruction and practices that reflect those models</td>
<td>discussion rubric</td>
<td>2.5, 5.1, 12.2</td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of models of reading/writing instruction</td>
<td>Philosophy statement</td>
<td>1.20k, 1.22k, 4.6k</td>
<td></td>
</tr>
</tbody>
</table>

| Implements instructional strategies and materials that promote the acquisition of literacy and shares results of this implementation in class discussions and reflections | Participates in discussions reviewing strategies and sharing ideas | Classroom change project | 1.20k, 1.22k, 4.6k |
| Implements instructional strategies and utilizes materials and resources in the classroom that promote literacy learning for all children | Special Interest Group (SIG) final article | 1.24s, 1.48s, 4.1s, 4.2s, 4.3s, 4.8s |
| Participates as a member of a special interest group | | 2.4, 2.6, 2.13, 5.2, 7.3, 12.2, 16.2, 16.3 |
| Demonstrates an understanding of instructional strategies and materials | | 4.6k, 4.10k |

| Discusses and writes reflectively about reading and literacy processes gained from reading professional journals and publications. | Utilizes professional publications in the developing of new strategies for the classroom and creation of class and school presentations. | Classroom change project & PowerPoint presentations | 4.6k, 4.10k |
| Participates as a member of a special interest group | Special Interest Group (SIG) final article | 4.1s, 4.2s, 4.3s, 4.8s |

| Discusses and writes reflectively about reading and literacy processes gained from reading professional journals and publications. | Participates as a member of a special interest group | Online discussion rubric | 4.6k; 4.9k, 4.10k |
| Demonstrates an understanding of the importance of sharing knowledge of the field with other professionals, parent groups, and administrators through online and in-class discussions. | | 4.1s, 4.2s, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s |

Web address for state standards:  http://www.tea.state.tx.us
Web address for IRA standards:  http://www.reading.org/advocacy/standards/introduction.html

**Course Format:**
The content of this course is delivered face-to-face and online utilizing Blackboard. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group PowerPoint presentations. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

**Course Content:**
Course overview, technology explanations and explorations, beginning reflections
Theoretical foundations for literacy learning
Roles of the professional
Philosophy of teaching
History of reading instruction
Models of literacy instruction
Literature Programs
Non-fiction in literacy programs
Research, inquiry, and collaboration
Writing Programs

Topics to be continued throughout the masters program and which are embedded in the content:
- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism: how a professional educator thinks, acts, and speaks
- Selection of course material for final professional portfolio
Course Requirements:
1. **Attendance/Participation.** Given the interactive nature of this course, candidates are expected to be present and prepared for the course discussions. These discussions may be online or face-to-face. Discussions will be evaluated with a self-evaluation rubric.

2. **Theory Presentation.** In pairs, or working individually if you wish, a) select a theorist from a provided list that has helped shape your literacy philosophy; b) research the theorist’s influences and history; c) read and review works written by the theorist; d) document the theorist’s influence on others (current researchers, theorists, etc.). We want to learn as much about this person as possible – biographical information, where they went to school, with whom they studied, what major works did they write, why are they such important people in the field of literacy, etc. The end product, a Power Point presentation and handout, will help you shape your response to the literacy philosophy and Professional Change portion of this class. We will share what we’ve learned in a 20-30 minute presentation.

3. **Special Interest Group Report.** In small groups, using the Discussion forum on our Blackboard Web page, participate in a discussion/resource sharing session with your colleagues. Toward the end of the semester, your SIG will share this information with your colleagues in the other SIGs. You will do this using the Kathy Au article entitled “Literacy for all students: Ten steps toward making a difference” as a model. Notice the organizational structure. You will use this structure as the format for your final report. Specific instructions will be given, along with the rubric for assessment. The SIG topics will be generated from a concerns list generated during the first class. These discussions may help you complete the Professional Change project, Philosophy statement.

4. **Professional Change Project.** This is a classroom/workplace-based project that will allow you to apply your growing understanding of effective classroom literacy practices. You may want to use the conversations in your SIG groups to help you conceptualize an area where you need to do something differently in order to help your students be successful or your professional interactions to be more beneficial. You may want to use the works of your literacy expert to help you formulate a response to your problem. Specific information on assignment expectations will be given along with a rubric for assessment.

5. **Philosophy Statement.** A written paper that explains your beliefs regarding the literacy processes and instructional practice. The theory presentations and expert discussions should help you with this assignment. This paper must be included in the masters’ portfolio, which will serve as the capstone evaluation of your master’s degree program (If you are seeking a master’s degree in reading). A rubric and further discussion on this assignment will take place later in the course.

6. **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work be completed in a timely and professional manner according to the attached calendar. Attendance at one professional conference (SHARC, TAIR, Region VI) is required.

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate students.

**Evaluation (indicates a field-based activity):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/Participation</td>
<td>20</td>
</tr>
<tr>
<td>Theory Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Special Interest Group*</td>
<td>20</td>
</tr>
<tr>
<td>Professional Change Project*</td>
<td>20</td>
</tr>
<tr>
<td>Philosophy Statement</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total** 100

A=90-100%  B=80-89%  C=70-79%
Expectations:

Technology requirements: It is expected that graduate students who register for this course, either online or face to face, must have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments.

Disability Statement:
Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Bibliography of required and suggested readings:


