Sul Ross State University

ED/EDUC 5308: Foundations of Literacy
Course Syllabus

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Office Hours: Tuesday & Thursday 9:00-3:00

Course Description

This course is designed to follow the development of the reader from early childhood to the adult reader perspective. This course investigates best practices as they relate to reading theories and research so that candidates can explain, compare, contrast, apply and critique literacy education practices through professional collaboration. This course also examines instructional techniques regarding oral language, phonological and phonemic awareness, print awareness, word identification, fluency, comprehension, vocabulary, written language, assessment, instruction, addressing individual needs, and topics associated with exceptional students. This class is designed to provide students with a foundation of knowledge about teaching literacy, reading and writing, as an interactive process focusing on extracting meaning from print.

Required Textbooks

Cobb, J.B., & Kallus, M.K. (2011). Historical, theoretical, and sociological foundations of reading in the United States. Boston, MA: Pearson Education. ISBN # 978-0-13-702039-3.

Freeman, D. E., & Freeman, Y. S. (2014). Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar. Portsmouth, NH: Heinemann.

American Psychological Association (2019). Publication manual of the American psychological association (7th ed.). Washington, DC.

Program Learning Outcomes

The graduating reading specialist student will demonstrate that she/he can
- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

Course Student Learning Outcomes
- The student will demonstrate that she/he can apply knowledge of the theoretical foundations of literacy.
- The student will demonstrate that she/he can apply developmentally appropriate reading and writing curriculum and instruction at the levels of early childhood through grade 12.
- The student will demonstrate that she/he can interpret literacy assessments appropriate to the

levels of earlychildhood through grade 12.

- The student will create a research-based literacy program to improve oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language.
- The student will collaborate and communicate research-based reading and literacy curriculum findings with colleagues and professional stakeholders.

Marketable Skills:

- **Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
- Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Collaboration**: Students will engage in various digital mediums to facilitate collaborative workflows.
- **Creativity**: Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.
- **Organization:** Students will demonstrate organizational skills to effectively manage time and meet deadlines.

Reading Specialist Standards

Standard 1: Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard 2: Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard 3: Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard 4: Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Course Format
This is an online course. Online learning is a different kind of experience from the traditional face-to-face course. Although online courses can be a convenience, you will shoulder a greater responsibility for your own learning. Four points are critical to your success in this online course:

- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Consult the syllabus and calendar to know what to do within each module. Read the syllabus and calendar carefully. Study the syllabus and calendar. Follow the syllabus and calendar.
- Your commitment to a consistent and continual effort is point two. Work daily. Do not wait until the last minute to rush through assignments. Schedule time for reading, reflecting, communicating

with your classmates, and preparing assignments. Log on to your SRSU email account and Blackboard a minimum of twice a week to check for messages, announcements, or other developments. Contact your instructor when you have questions or concerns.

- Your ability to devote a minimum of 6 - 8 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. A grade of "Incomplete" will not be given in this course. Assignments will not be accepted after the due date for credit.
- Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source but have a back-up plan. Contradictions, ambiguities, and change are natural states of affairs.

Grading

- No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is "late". Though late work will not be calculated into your grade, you will often receive feedback on quality of work. This policy is to support the Organization marketable skill development.
- Candidates seeking graduate level degrees in the field of education are expected to demonstrate proficiency in oral and written language; therefore, all assignments are expected to follow standard English sentence structure with appropriate use of grammar and usage. Oral presentations will also be assessed for appropriate articulation and use of academic vocabulary. All submitted documents will be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrate. Please do not request opportunities for "extra credit" to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will mee the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

Understanding Grades:

This is a graduate level course which implies a higher level of learning. Graduate students are expected to perform at a level that demonstrates critical thinking and application rather than an ability to "*regurgitate text on a literal level*". Look for opportunities to make connections between course content and your personal and professional experiences. Depending on your background knowledge and experience with certain concepts, you may need to go over some of the readings several times or even consult outside resources.

While there has been a steady increase in completion of master's degree programs across our nation, less than 13% of the American population has an advanced degree: Master's, Professional and/or Doctorate. (U.S. Census Bureau, 2019). This degree and the training that accompanies it is meant to represent that higher attainment of knowledge and preparedness. You are expected to demonstrate that level of achievement in all your course tasks, your interactions, and the work you do as a result of this advanced degree. Additionally, I expect that you encounter personal growth as well. Everyone has something to learn and committing to a graduate level degree should be a challenge. Take this opportunity to delve deep into content, sharpen your communication skills and develop your professional self. I expect that you will work beyond your comfort zone.

Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Grades are reflective of not only your ability to meet assignment criteria, but to the extent you met them. Remember that simply satisfying the criteria of an assignment is not the equivalent of 100%.

Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted. Not only is all criteria met, the student's work goes beyond the task and contains *additional*, *unexpected* or *outstanding features*.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

D – D Work fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

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University Programs and Services:

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support
The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.
You can reach the support desk:
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services.
The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass.
Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, https://library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801

==ACADEMIC INTEGRITY:== Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 12, 2021 at 4:00 pm.

Type of Assignment	Points
Content Discussion Board: Students will participate in 4 professional collaboration discussion board activities.Each collaboration board assignment will require an initial post and a peer review. Initial Response: Students will write a response using professional and academic language, citing evidence from module readings. Written responses are no less than 400 words on the assigned topic. Use your time to plan, write, review, and edit your response to the assignment. Read the assignment carefully before you begin to write. Consider how you will organize your response. You should demonstrate the depth of understanding through your ability to apply your knowledge and skills rather than merely citing or reciting information. Responses are not summaries. As a whole, your response must demonstrate your understanding of reading content and how it relates to the Reading Specialists standards. Peer Review: Respond to 1 peer using academic language that provides depth in your understanding of the topic. Critiques should be constructive citing evidence and sharing experiences and resources to promote deeper understanding of subject matter, knowledge, and skills. Peer reviews are a time to communicate to your classmates about the ideas they offer. This is NOT a time to merely admonish someone's efforts or simply agree with their stance. Thoughtful peer reviews extend thinking and offer valuable information to continue the conversation.	**200 Points**
Blog Review, Creation and Posts You will be creating a Reading Specialist blog that you will use throughout the program. The purpose of this blog is two-fold: you will represent and share content from this course and the blog will house aspects of your final comprehensive review during the practicum experience. Each blog post should have a short and descriptive title capturing your reflections and should be no shorter than 250 words and follow APA guidelines. You will share the URL to your published blog post at the appropriate time based on the course schedule. Traditional literacy skills are also no longer enough for students. New literacies in the 21st century include digital, media, visual and global literacies. If we want our students to be motivated to use their emerging writing skills, we have to make writing purposeful, challenging, and real-to-life. Blogging offers this as well as provides a platform in which you can build a literacy repository of resources that reflect your own philosophy and understanding of how students learn.	**150 points**
Academic Goals: The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Use the template in Module 1 (Connections/Goals Assignment) for this task. **All goals should align to the Reading Specialist standards and competencies mentioned above.**	**25 points**

Introduction Discussion Board: Though this is an online course, it is important for you to establish connections with your classmates. Create a 3-5minute video introducing yourself. Include the following information: Name, Location, Education, Teaching/Work Experience Purpose for seeking graduate level degree Fun fact you would like to share	**25 Points**
Essay: My Path to Literacy Teacher's personal literacy experiences are an important factor in their development as literacy professionals. Reflect on how you learned to read and write. Share memories of home oral language development as well as formal reading practices in school. To ground your ideas, refer to the standards and competencies as you reflect on your personal journey.	**50 Points**
Family Literacy: Research family literacy programs used to promote literacy in communities. Plan and create a family literacy event for your home community and identify how your ideas correlate to the reading standards. This should provide evidence of your depth of knowledge. Your documents should include a minimum of 2 double-spaced pages explaining the event and a handout, flyer or agenda that will be used for marketing purposes.	**100 Points**
Annotated Bibliography: Locate 10 peer-reviewed research studies and articles related to the foundations of literacy: oral language, phonological and phonemic awareness, concepts or print, alphabetic principle, word identification, fluency, comprehension, vocabulary, and written language. After reviewing, begin writing an annotated bibliography that highlights current research trends and findings and tie these understanding to the reading standards. Draw connections between the studies and text readings as well as theoretical representations. This artifact should be represented in your final portfolio review during the practicum experience.	**200 Points**
Home Language Survey: Using information provided in the module develop a 10-15 question home language survey. This survey will be incorporated in your practicum coursework.	**50 Points**
Content Audit: The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you've experienced during the last few weeks. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates and I have made to your reflections. Try to step back and put some distance between yourself and what you've written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas. As part of the audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason(s) and describe steps you could take in the future to meet the goal.	**100 Points**

Literacy Professional Development Plan and Presentation The purpose of this assignment is to give you an opportunity to prepare for your professional role as a Texas Reading Specialist. Your credentials will represent your ability to collaborate, communicate and lead other professionals in your school district. You will be expected to design, implement, evaluate, and participate in professional development (PD) and/or professional learning (PL) events. For this assignment you will prepare a presentation that you can offer to your principal as an in-service selection. This presentation should address the foundations of literacy topics you have been learning about and all 4 Reading Specialist standards. Candidates will present their final presentations in virtual videoconference using TEAMS or Blackboard Collaborate.	**100 Points**
Total	**1000 Points**