UNIVERSITY OF ST·FRANCIS

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Foundations of Literacy

REND and MSED-641

Template 2015   Section TMPL   3 Credits   07/22/2015 to 07/22/2115   Modified 07/20/2020

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

🖥 Description

Focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.

◎ Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will develop an understanding of how students learn to read by examining the many constructs of literacy acquisition. The knowledge of these constructs allows any discipline teacher to support students' learning through a comprehensive understanding of the reading and writing processes.

Serving the Community

Candidates will have opportunities to explore the value of community (classroom, school and the wider society) support for school reading programs. They will also discover the symbiotic nature of reading instruction through historical investigation and the connection that society (community) has on the instruction of reading in schools.

Finding Our Professional Selves

Candidates will develop a comprehensive philosophy of reading based on the theoretical models and ethical standards for reading professionals discussed in this course. Additionally, candidates in this course will explore the varied resources available that provide avenues in which to examine current developments in reading education.

📶 Outcomes

Access to standards referenced in this section can be found HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)

By the conclusion of the course, each participant will be able to do the following:

1. Describe major theories in literacy development (ILA 1.1,1.2,1.3)
2. Identify the evidence based components of literacy; concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension (ILA 1.1)
3. Construct tenets of conceptual understanding for literacy development and language acquisition (ILA 1.3)
4. List examples of historical importance in literacy instruction and language acquisition (ILA 1.1, 1.3)
5. Describe major theories in writing and the structure of language (ILA 1.2)
6. Describe the components of speaking, listening, viewing and visually representing language as aspects of literacy (ILA 1.3)
7. Use conventions of standard English (ILA 1.3)

STANDARDS

Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence - based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy *[International Literacy Association 2017, Standard 1.1]*

Candidates demonstrate knowledge of the major theoretical, conceptual, hostorical, and evidence - based aspects of writing development and writing processes (e.g., revising, audience) and foundational skills (e.g.,spelling, sentence construction, word processing) and their relationship with other aspects of literacy *[International Literacy Association 2017, Standard 1.2]*

Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence - based components of language (e.g., language acquisition, structure of language, conventions of Standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy *[International Literacy Association 2017 Standard, 1.3]*

📖 Materials

Reading and Learning to Read, 10th Edition by J. Vacca, R. Vacca, M. Gove, L. Burkey, L. Lenhart and C. McKeon. (*Loose Leaf w/ Access*) Pearson HIgher Ed.

≔ Assignments

Weekly Discussion Prompt

Candidates will respond to weekly discussion prompts

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

Weekly Reflection Synthesis

Candidates will reflect and synthesize each Module's content

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

Module Activities

Candidates will particpate in 6 Module activities to extend learning

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

Literacy Infographic

Candidates will create a Infographic describing a component of literacy to a chosen audience

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

Tenet Defense Assignment

Candidates will build a defense for four literacy beliefs (tenets) that they deem essential to literacy instruction

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

<u>Content Exam</u>

Candidates will take a final Content Exam comprised of each Module's content

- Course Outcomes 1-7
- Standards - International Literacy Association 1.1, 1.2, 1.3

✱ Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE (https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (requires active student account) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing
- Computer and Digital Information Literacy Skills

Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

🏛 Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the USF portal.

A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog (https://www.stfrancis.edu/academics/university-catalog/)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such

as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu . The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:

a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a "live" text-based click-to-chat session,

b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

    NOTE: Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

    2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at LearnItNow (http://learnitnow.stfrancis.edu).

    3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: Technology Support (http://techsupport.stfrancis.edu)
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

☰ Additional Items

Course References

Adams, M. J. (1990). Beginning to read: Thinking and learning about print- a summary. Urbana: University of Illinois, Center for Study of Reading.

Adams, M.J. (2013). Common Core State Standards;Productivity is key. IN S.B. Neuman and L.B. Gambrell (Eds.), Quality reading instruction in the age of Common Core Standards (pp 204- 218). Newark,DE: International Reading Association.

Anderson, R. C., Hiebert, E. H., Scott, J., & Wilkinson, I. A. G. (1985). Becoming a nation of readers. Washington, DC: National Institute of Education.

Beck, I.L., McKeown, M.G. & Kucan, L. (2002). Bringing words to life. New York, NY: Guilford.

Bond, G., & Dykstra, R. (1967). The cooperative research programs in first-grade reading. Reading Research Quarterly (2), 135-142.

Cowen, J.E. (2003). A balanced approach to beginning reading instruction: A synthesis of six major U.S. studies. Newark, DE: International Reading Association.

Gunning, T.G, (2010). Creating literacy instruction for all students, seventh edition. Boston, MA: Allyn& Bacon.

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International Reading Association. (Reprinted from American reading instruction, pp419-486, by N.B. Smith, Ed. 2002, Newark, DE: International Reading Association.

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Snow, C.E., Griffin, P., & Burns, M.S. (Eds)). (2005). Knowledge to support the teaching of reading: Preparing teachers for a changing world. San Francisco: Jossey-Bass.

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

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