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Fall 2015

EDCI 6400

Richard Speaker
University of New Orleans

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EDCI 6400 Foundations of Literacy
Fall 2015, Online in MOODLE/ Second Life/Other Platforms
Syllabus

General Information

Instructor: Richard Speaker, Ph. D. & Chair, Department of Curriculum and Instruction

Second Life Avatar: RichardSpeaker Zhaoying (朝瑛)

Contact: Use MOODLE and e-mail for regular communication.

E-Mail: rspeaker@uno.edu

Contact: Use MOODLE and e-mail for regular communication.

Alternative E-Mail: richardspeaker@gmail.com

Skype: rbspeaker2, [conference calls, voice, IM, messages, videoconferences]

Office: ED 342 A/B

Facebook: Richard B Speaker, Jr.

Twitter: rspeaker (announcing office hours)

Office Hours: By appointment through e-mail, Skype, in Second Life (SL), and other contact methods, but generally the following:

Mondays

11:00 – 12:00 Office Hours Appointments

17:00 – 18:00 Virtual office hours Appointments & Skype videoconferences

19:30 – 21:30 Virtual office hours Appointments & Skype videoconferences

Tuesdays

11:00 – 13:00 Office Hours Appointments & Online

Wednesdays

13:00 – 15:00 Office Hours Appointments & Online

Office Phone: 280-6607(messages, but there is no secretary) & Skype

Webpages: <http://ed.uno.edu/Faculty/rspeaker/Index.html>

MOODLE: <http://uno.mrooms3.net/>

Second Life: on the UNO Island [information: <http://virtualcampus.uno.edu/> and <http://www.secondlife.com/>]

Meetings: Face – to – face (FTF) UNO TBA

Meetings: Virtual in Moodle (LiveChat for this course in the Introduction), Second Life, Skype, Facebook, Twitter, and the Computing Cloud

General Comment: Don't panic! This is a very long syllabus, and you will need to study it. It sets forth most of what is required during the semester in this course in considerable detail. You will need to complete 11 Competencies for EDCI 6400. The Competency Checklist and Reading Checklist are available in the MOODLE Introduction. The MOODLE is set up in a basic sequence that you can use to pace yourself throughout the course. Because this course moves quickly and you have freedom in reading selection, we have put deadlines for each topic. When in doubt, search the syllabus and MOODLE electronically; if nothing appears, ask questions in the MOODLE or by direct email.

File Naming Convention: If you are completing assignments through submitting a file by email, LiveText, or in MOODLE, you must follow this procedure for naming the file. Before submitting your

response to any assignment save it in a .doc or .docx file titled with your last name, first initial, and the assignment. For example, my file for my first reflective reading would have the name:

 speakerrRR1.doc

 or

 speakerrRR1.docx,

depending on which version of word used. The submission must be in a word document (.doc or .docx appended) unless there is a particular reason for another format; no other formats will be expected, although I will accept .pdf and other image, sound or video files if named in a way that identifies. **Documents not labeled this way will be ignored and receive no credit.**

Within any appended (attached) document include a heading that is your name, course, semester, and date submitted like this:

 Richard Speaker

 EDCI 6400

 Fall 2015

 August 10, 2015

Documents submitted without this heading as the first four lines of the document will be ignored and receive no credit.

Technologies Used in this Course:

This course uses a variety of Web 2.0 technologies. To participate effectively you will need a fairly recent computer with a good graphics card and a webcam, a headset with microphone, and a fast Internet connection. In addition to MOODLE and e-mail, we may use Facebook, Skype, Second Life, and other cloud computing devices.

Notes about MOODLE:

MOODLE is UNO's online platform (it replaced Blackboard). Moodle was recently revamped, so bear with us as we all learn more about using the updated MOODLE together. UNO's MOODLE site is: <http://uno.mrooms3.net/>. Log in. Go to your Dashboard. Click on the link to this course and begin to explore. The syllabus is there along with the activities for doing the course online. I'll also be online most Monday nights in Moodle (there's a text chat called LiveChat in the Introduction section), but I'll also use many other communication platforms that allow us to see and talk with each other.

Notes about Skype:

Skype is a voice and video over the internet tool. It allows audio and video calls from computer to computer across the Internet. Download Skype from: <http://www.skype.com/intl/en-us/home>. Then request us as a contact: rbspeaker2 and rebekah.g.ellis. We can videoconference with up to 9 people at once.

Notes about Second Life:

Second Life (SL) is an online virtual world that requires an avatar (use <http://virtualcampus.uno.edu/> to construct your avatar) and a special browser that you download from www.secondlife.com. Access to SL is free, but you can join and pay a monthly subscription if you want to own land, build, set up a business, shop, or use special services (you don't need these for this course). UNO's Policy Statement for Participation in Second Life Courses and the UNO Island in SL is in an appendix, below. Request us as a friend in SL: *RichardSpeaker Zhaoying* and *Isabella Iris*. We can meet with up to 50 people using headsets for oral discussions in Second Life.

Notes about Facebook and Twitter:

I announce my office as open for conversations (virtual office hours) in Facebook and Twitter. Befriend me for Facebook: Richard B Speaker, Jr. Follow me for Twitter: rspeaker.

Notes about Questia.com

Questia (<http://www.questia.com/>) provides access to an immense library of books and other materials 24/7 for a subscription fee. All the major texts, many other texts and many journals are available in Questia. You can use it to further your inquiry into Literacy this semester. Many publishers provide access to the book online through Questia (<http://www.questia.com/about/partnersPub>). All of the works in Questia are searchable, so if you want to see what Dewey said about experience you don't have to read all of his works. It also allows note-taking, bookmarking, and

construction of bibliographies. Cost: \$19.95 per month or \$45.95 per quarter (3 months) or \$99.95 per year. Since there are many texts that you can use for this course and hundreds of texts for your SSRs (Self-Selected Readings), projects, and papers, I think Questia is a bargain if you do nothing other than check on the texts to decide which to acquire for your personal library. [If you find reading on your computer difficult, use libraries and online sources for hard copies of books. I have not ordered any books in the UNO Bookstore, but I believe the previous assigned instructor might have.]

Notes about Project Gutenberg:

Project Gutenberg (http://www.gutenberg.org/wiki/Main_Page) provides free access to many public domain texts. It is an online source for works of fiction, literacy, philosophy, and curriculum before about 1950. For instance, if you want to read McGuffey's First Eclectic Reader, Revised Edition by William Holmes McGuffey, it is available there, free! (Actually the 1st through the 6th readers are there in Project Gutenberg if you want to see the whole set.) These books download as .pdf, .html, Kindle, or other formats.

Course Description

This course examines theories and practices of literacy development and provides an introduction to various current approaches to literacy instruction, with an emphasis on strategies drawn from empirical research regarding literacy learning and teaching from birth through adulthood. Required for teacher candidates seeking PK-3, 1-6, 4-8, and 6-12 MATs.

Note: If you have taken EDCI 4400G or EDCI 5400, this course will be redundant. It is finally being offered at the appropriate level for its content and workload. I can give you an alternate differentiated online course, but you must let me know.

Prerequisites: none, except graduate standing

Acceptance into the Teacher Education Program or consent of the Department of Curriculum and Instruction.

Mission and Objectives:

The College of Education and Human Development recognizes its mission to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. We prepare education professionals who practice in culturally diverse settings in metropolitan area schools and other education agencies. This course is designed to facilitate disciplined reflective inquiry through the interaction of theory and practice, related to the topics of communication and diversity.

Course Goal and Objectives Aligned with the Louisiana Competencies:

This course in the foundations of literacy development is for teacher candidates preparing to teach at any level, grades PK-12. The empirical basis for the course is scientifically-based reading research in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through a combination of required readings, lectures, online activities and discussions, homework activities, performance-based assignments and assessments, and field experiences, pre-service teachers will learn the foundations of literacy development for students in grades pre-kindergarten through 12.

Objectives for the Course: (Objectives are coded to COMPAS Standards (CS); Common Core Standards or College Career Standards (CCS, i.e., www.corestandards.org/ELA-Literacy),

Association for Childhood international Standards (ACEI), and Conceptual Framework Standards (CFS)).

At the conclusion of this course teacher candidates will be able to:

1. apply the abilities to plan and implement instruction that incorporates an understanding of the foundational concepts of reading, writing, and oral language instruction appropriate to specific grade levels. (*CS: 1c* ; *CCS: ASR 1-10*; *ACEI: 2.1*; *CFS: II.A.3, I.B*)
2. apply the ability to analyze, select, synthesize, and evaluate instructional goals based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor reading. (*CS: 1c*; *CCS: ASR 1-10*; *ACEI: 1.0, 2.1, 3.2*;; *CFS: II.A.3, I.B, III.D*)
3. synthesize practices related to the importance of and demonstrate the skills necessary to teach phonics and word recognition. (*CS: 1c*; *CCS: RSFS 1-4*; *ACEI: 2.1*; *CFS: II.A.3, II.A*)
4. develop, implement, analyze, and evaluate lesson plans that incorporate exercises and activities to ensure the practice of fluent, automatic reading of texts for effective comprehension, while developing speed and accuracy. (*CS: 1c*; *CCS: RSFS 1-4*; *ACEI: 2.1*; *CFS: II.A.3, IV.B*)
5. apply, analyze, and evaluate the methods used to ascertain the reading level of textbooks and other printed and nonprint material in the content areas. (*CS: 1c*; *CCS: ASR 7*; *ACEI: 1.0*; *CFS: II.A.3, IV.C*)
6. synthesize, apply, analyze, and evaluate procedures for assessing accurate reading levels for individual students. (*CS: 3d*; *CCS: RSFS 1-4*; *ACEI: 4.0*; *CFS: III.C.3, III.C*)
7. develop, implement, analyze, and evaluate lesson plans that provide methods (both direct and contextual), skills, and activities to assess and address vocabulary development of students. (*CS: 2c*; *CCS: ASR 4, 6*; *ACEI: 2.1*; *CFS: I.A.1*)
8. analyze the comprehension level of individual students and develop appropriate lesson plans, including remediation or enrichment activities, to meet needs of individual students with literary and informational texts. (*CS: 3c*; *CCS: ASR 1, 2, 3, 8, 9, 10*; *ACEI: 3.3, 4.0*; *CFS:)*
9. synthesize strategies to identify text structures and syntax for the improvement of student comprehension, (*CS: 3b*; *CCS: ACR 5*; *ACEI: 3.3*; *CFS: III.C.2*)
10. incorporate and evaluate comprehension strategies across content areas that emphasize the relationships among reading, writing, and oral language. (*CS: 3d*; *CCS: ASR 6, ASW 1-10*; *ACEI: 2.1, 3.3, 3.4*; *CFS: II.B, III.A, III.B*)
11. develop, implement, analyze, and evaluate processes that incorporate spelling and writing skills and techniques throughout the curriculum. (*CS: 1c*; *CCS: ASW 1-10*; *ACEI: 3.5*; *CFS: II.A.3*)

Note: Because this is a course for aspiring teachers, the following terminology will be used throughout the syllabus and course assignments. “Teacher candidates” will be the term used to refer to students enrolled in the UNO course, EDCI 6400. “K-12 students” or “students” will be used to refer to the students in field-based settings who will be observed and taught by teacher candidates to meet the course requirements for EDCI 6400.

General UNO Policies

Academic Integrity Statement:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.uno.edu~stlf/olicy%Manual/judicial_code_pt2.htm

Office of Disabilities Statement:

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations.

Attendance Statement:

Students are expected to participate in all on-line activities regularly and punctually and in field activities as part of the course.

Upon completion of this course, each student should be able to:

1. Apply principles of reading processes, writing processes and relationships between oral and written language, based on the synthesis of research, theory and practice;
2. Evaluate the vocabulary of literacy as applied in the schools and assessment for teacher and student evaluation;
3. Apply methods learned during the course to evaluate a student's literacy;
4. Synthesize research relating assessment and instruction;
5. Apply and evaluate approaches to phonemic awareness, phonics, vocabulary, fluency, and comprehension instruction.

Reading is not a passive process by which we absorb words from the page, but an active process by which we predict, sample, and confirm our hypotheses about written text. Research and teacher-tested ideas offer information crucial for supporting and teaching student in a way that will enable them to become proficient, lifelong readers. Teachers can provide effective instruction by responding with knowledge and sensitivity to student needs.

Course Objectives (Aligned with NCTE/IRA, CEC, and ISTE Standards):

As a result of satisfactory completion of this course and the concurrent field experience course, teacher candidates will be able to:

1. Demonstrate knowledge of the cueing systems of the English language (phonological, morphemic, syntactic, semantic, pragmatic).
2. Develop initial understanding of multiple empirically-based strategies and activities to support literacy instruction.
3. Read and report on research on an area of related research on literacy.
4. Develop instructional plans that incorporate all aspects of language arts into the literacy instructional program.
5. Organize literacy instruction within daily, weekly, monthly, and annual schedules that insure that all content standards are addressed.
6. Develop initial level of understanding of multiple evaluation strategies (standardized and informal) to improve the literacy practice of targeted students.
7. Select and use instructional technology with elementary and secondary students.
7. Discuss topics with peers about the course through Second Life sessions, electronic mail and MOODLE.
8. Post selected evidence from the performances to meet the UNO COEHD work sample requirements

The COEHD Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

COEHD Conceptual Framework -“Theory-Practice-Research-Interaction”

Goal: Preparing Reflective Practitioners

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments*.
 - They establish a culture for learning.
 - They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction*.
 - They understand and use curriculum and instruction.
 - They communicate effectively.
3. Effective teachers *deliver instruction and assess learning*.
 - They engage students in active learning.
 - They integrate disciplines into instruction.
 - They use assessment in instruction.
 - They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities*.
 - They advocate for children, in terms of services and supports.
 - They collaborate to improve professional practice.
 - They reflect on teaching and learning

Requirements EDCI 6400 Competencies

	Competency	Usual Method of Demonstration
1	Write a reflective autobiographical sketch of yourself as a literacy learner or a biographical sketch of a real or idealized teacher whom you would like to emulate.	Post your reflective sketch in the appropriate MOODLE Discussion board for Competency 1: Autobiographical Sketch or Alternative.
2	Demonstrate three of the following five competencies related to analyzing English language of texts and children:	Post on MOODLE, based on Lecture 2 Preliminaries from English Linguistics.
2a	Demonstrate the ability to analyze English words in sentences/paragraphs graphophonemically. (Application of Phonemic Awareness)	Post a passage of at least five sentences, which you have analyzed graphophonemically. Post on MOODLE in the Forum for Posting Competency 2a.
2b	Demonstrate the ability to classify sounds in English words by the following linguistic	Post a passage and words from it that are exemplars of each category. Post on

	categories and provide various exemplar spellings: 1) vowels--long vowel, short vowel, schwa, other vowel, diphthong, pure vowel, vowel digraph; 2) semivowels--voiced, unvoiced, r-controlled vowel, l-controlled vowel, semivowel digraphs; 3) consonants--plosive (stop), continuant, voiced, unvoiced, nasal, consonant digraph. (Application of Phonics)	MOODLE in the Forum for Posting Competency 2b.
2c	Demonstrate the ability to analyze English words in sentences/paragraphs morphemically. (Application of Vocabulary)	Post a passage of at least five sentences, which you have analyzed morphemically. Post on MOODLE in the Forum for Posting Competency 2c.
2d	Demonstrate the ability to analyze English sentences in paragraphs syntactically. (Application of Comprehension)	Post a passage of at least five sentences, which you have analyzed syntactically. Post on MOODLE in the Forum for Posting Competency 2d.
2e	Demonstrate the ability to provide semantic relationships mapped graphically for a novel, book, nonfiction work or play that is grade appropriate from your certification and teaching. (Application of Comprehension)	Post a set of such maps, outlines, powerpoints, images, and the information about the text that they illustrate. Post on MOODLE in the Forum for Posting Competency 2e.
3	Demonstrate the ability to analyze miscues, to analyze comprehension and to form instructional hypotheses from samples of a child's oral reading, retelling and answering of comprehension questions. You will need to gather at least three recorded samples of a learner's oral reading and comprehension for analysis and discussion. You will analyze the reader's strengths and weaknesses in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Use the analyses from Lectures 5 and 2 for this task. [Acceptable alternative record three oral reading samples from three children.]	Post the text(s), the comprehension questions, the oral reading transcript and the student's answers on MOODLE. Post the analysis of miscues and comprehension on MOODLE. Also post the report and hours in <i>LiveText</i> .
4	Read widely and provide written questions on your professional literature about literacy and literacy teaching. Read widely means a minimum of 12 assigned lectures and 12 self selected readings (SSR). Then discuss what you've read by posting in	Post discussions (brief summaries <u>and</u> questions) in MOODLE (in the discussion board for the appropriate lecture or SSR). Include citations for the SSR articles and ask questions at the end of your summary for discussion with peers in MOODLE discussion

	MOODLE asynchronously in discussion boards and the questions that are asked there (by your peers or me) at least 3 times per Lecture and 3 times per SSR.	boards. Then participate in the discussion (responding to peers' postings) at least three times each week (6 response postings—3 for Lecture, 3 for SSR). <i>Recommendation:</i> Post 1 lecture summaries/questions and one SSR each week during the semester and respond to three peer's postings for each.
5	Observe and interview a classroom teacher at a grade level you teach (or plan to teach) about that teacher's literacy teaching, organization of instruction (for phonemic awareness, phonics, vocabulary, fluency, comprehension, and concept development related to content, as appropriate for the grade level you observed) and develop a report of that teacher's organization of the classroom environment and literacy instructional practices, including a report on what you saw in the classroom observation. Note: If you have your own classroom, you can write a reflective piece, analyzing your literacy teaching in your won classroom.	Post report on MOODLE. Also post the report and hours in <i>LiveText</i> .
6	Collect (record), transcribe, and analyze samples of three learners' oral language. This must not include the child doing oral reading. Use the analysis system in Lecture 2 for the transcription.	Post a report, which transcribes and analyzes the learner's oral language for phonemic use, dialect, articulation, vocabulary, syntax, and meaning on MOODLE. Also post the report and hours in <i>LiveText</i> .
7	Collect and analyze a writing sample from three learners at a grade level you teach or plan to teach. Identify strengths, weaknesses, and interesting features of each child's writing. Analyze deviations from Standard Formal American English using phonetic transcription and comparison for spelling (orthography), vocabulary, syntax, organization and meaning, as appropriate for the grade level. Provide instructional plans based on Lecture 7.	Post your analysis on MOODLE. Also post the report and hours in <i>LiveText</i> .
8	Demonstrate full professional involvement in all activities, including pretests, posttests, PowerPoints, online activities, and in-class	Complete these competencies to the satisfaction of your instructors. Participate in on-line activities, self-

	activities. Quality will be evaluated by instructor.	assessments and surveys.
9	Provide a final reflective summary of the course and your comments about key ideas that you have learned.	Post a summary of your learning and a list of topics studied during the semester.
10	Submit a plan for a research paper based on a project.	Submit a plan and bibliography <u>by midterm</u> on MOODLE. Update the plan as necessary.
11	Write and submit a research paper based on a project.	Post your research paper on MOODLE by the end of the semester.
12	Three video conferences (or face-to-face) conferences with the instructor, using Skype, FaceTime, FaceBook Video, Google hangouts, etc. to discuss processes, concerns, needs, and differentiation.	Schedule one near the beginning of the semester, one at midterm, and one near finals weeks.

Deadlines and Due dates for consideration: By 11:59:59 p.m. (or 23:59:59) on Sundays.

Grading Procedures

There is a competency checklist in the MOODLE Introduction where you will keep track of your submissions. Since this is **not** a point-based or test-based course, understanding the nature of the competencies is imperative. It is important to experience such a curriculum at least once in your educational career, so I have developed a performance-based assessment system.

For the grade of A, meet all competencies with a grade of A where quality is evaluated using a rubric.

For the grade of B, meet all but 1 or 2 of the required competencies with an average grade of B where quality is evaluated using a rubric.

For the grade of C, meet all but 3 or 4 of the required competencies with an average grade of C where quality is evaluated using a rubric.

For the grade of D, meet all but 5 of the required competencies with an average grade of C where quality is evaluated using a rubric.

Texts

You are expected to read widely and make selections from the following lists that build your knowledge, skills, and dispositions related to literacy curriculum development in your classroom, classroom organization, literacy teaching and assessment. You will self-select some reading almost every week from the main or other texts. You will be required to discuss your readings during discussions/meetings in MOODLE and SL. You can also use IRA and NCTE journals such as Reading Teacher, Journal of Adolescent and Adult Literacy, Language Arts, English Journal, and Reading Research Quarterly. Other journals from scholarly or professional organization (NCTM, NCSS, NMTA, NSTA, ASCD, AERA, etc.) may be used if the article has a focus on reading or writing some aspect related to a content area.

On-line “Lectures” in MOODLE – these are drafts of my lectures in written form. Some are more carefully edited than others. Some are more detailed than others. Most should be examined with the idea that you are selecting instructional ideas that you will use with students as you increase your teaching repertoire.

Other readings and PowerPoints posted in MOODLE

You can also check out texts from Dr. Speaker’s personal library.

Main Texts:

These main texts are all available on Questia at: <http://www.questia.com/>
Subscriptions to Questia are about \$19.95 per month for the entire library or about \$9.95 for the Education Collection.

Handbook of Research on Teaching Literacy through the Communicative and Visual Arts.
Contributors: James Flood - author, Shirley Brice Heath - author, Diane Lapp - author. Publisher: Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ. Publication Year: 2005. (used on Amazon from \$65.00)

Handbook of Reading Research. Volume: 3. Contributors: Michael L. Kamil - editor, Peter B. Mosenthal - editor, P. David Pearson - editor, Rebecca Barr - editor. Publisher: Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ. Publication Year: 2000. (used on Amazon from \$60.00)

Handbook of Reading Research. Volume: II. Contributors: Rebecca Barr - author, Michael L. Kamil - author, Peter B. Mosenthal - author, P. David Pearson - author. Publisher: Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ. Publication Year: 1991.

Handbook of Reading Research. Volume: 1. Contributors: P. David Pearson - editor. Publisher: Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ. Publication Year: 2002.

Some new texts on specific related topics:

- Acosta, A. (2014). *Thresholds of Illiteracy: Theory, Latin America, and the Crisis of Resistance*. New York: Fordham University Press. Retrieved from Questia.
- Davies, A. (2007). *An Introduction to Applied Linguistics: From Practice to Theory*. Edinburgh: Edinburgh University Press. Retrieved from Questia.
- Elbow, P. (2012). *Vernacular Eloquence: What Speech Can Bring to Writing*. New York: Oxford University Press. Retrieved from Questia.
- Ferlazzo, L. (2010). *English Language Learners: Teaching Strategies That Work*. Santa Barbara, CA: Linworth. Retrieved from Questia.
- Irvin, J. L., Meltzer, J., & Dukes, M. (2007). *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from Questia.
- James-Burdumy, S., Deke, J., Lugo-Gil, J., Carey, N., Hershey, A., Gersten, R., . . . Pendleton, A. (2010). *Effectiveness of Selected Supplemental Reading Comprehension Interventions: Findings from Two Student Cohorts*. Washington, DC: United States. Education. National Center for Education Evaluation and Regional Assistance. Retrieved from Questia.

- Littlejohn, C. (2011). *Book Clubbing!: Successful Book Clubs for Young People*. Santa Barbara, CA: Linworth. Retrieved from Questia.
- Naidoo, J. C. (2012). *Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Questia.
- Nesi, O. M. (2012). *Getting beyond "Interesting": Teaching Students the Vocabulary of Appeal to Discuss Their Reading*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Questia.
- Peck, P. (2010). *Readers' Advisory for Children and 'Tweens*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Questia.
- Reid, G. (2011). *Dyslexia: A Complete Guide for Parents and Those Who Help Them* (2nd ed.). Malden, MA: Wiley-Blackwell. Retrieved from Questia.
- Schroeder, C. (2011). *Diverse by Design: Literacy Education within Multicultural Institutions*. Logan, UT: Utah State University Press. Retrieved from Questia.
- Soltan, R. (2010). *Solving the Reading Riddle: The Librarian's Guide to Reading Instruction*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Questia.
- Spiro, J. (2013). *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press. Retrieved from Questia.
- Sweeney, J. (2012). *Literacy: A Way Out for at-Risk Youth*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Questia.
- Whitmire, R. (2010). *Why Boys Fail: Saving Our Sons from an Educational System That's Leaving Them Behind*. New York: American Management Association. Retrieved from Questia.

Other texts are listed in the online file: *Other texts*.

Classes start on 8/17/15 but this course is organized as if it were a Monday class.

Tentative Course Agenda

Week 1– 8/19/15 at 11:00 to 23:59:59 on 8/24/15

Overview of Syllabus, The National Reading Panel Report: Phonemic awareness, phonics, vocabulary, fluency, comprehension are key aspects of instruction.

Study the Syllabus and Moodle. Ask questions in the Introduction (Ask the instructor)

Work on the PreAssessments from Moodle:

- 1) Vocabulary of Literacy Self-Assessment
- 2) Theoretical Orientation to Reading
- 3) Goals for this course
- 4) English Linguistics Pre-Assessment (Basic)

Post your work and questions in Moodle. E-mail me for a Skype conference or face-to-face meeting.

Writing Assigned: Reflection on an Ideal Teacher of Literacy or Your Autobiographical Sketch as a Literacy learner (Competency 1); E-mail Assignment 1. Syllabus examinations and questions, skimming lectures after downloading, Complete the pre-assessments and submit them in MOODLE.

Week 2 – 8/24/15 at 11:00 to 23:59:59 on 8/31/15 – Preliminaries

8/24/15 – 19:30 Skype video conferences – Be sure RBS has your Skype contact name or an alternative.

Theories of Reading, Introduction to Literate Processes in Complex Classrooms, Family Literacy

and Literate Cultures, Teacher knowledge of phonics and graphophonemics
Recommended Readings: -- RBS Autobiographical Sketch; RBS Lecture 1 (Two Teachers -- Elementary)

or

For Secondary teachers:

Donna E. Alvermann and David W. Moore (1991). Secondary School Reading In Barr, Rebecca, Kamil, Michael L., Mosenthal, Peter B., & Pearson, P. David (Eds.). Handbook of Reading Research. Volume: II. Lawrence Erlbaum Associates: Mahwah, NJ. p. 951 ff (Secondary)

Or a chapter from:

Foster, H. M. (2002). *Crossing over: Teaching Meaning-Centered Secondary English Language Arts*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved August 6, 2008, from Questia database:

<http://www.questia.com/PM.qst?a=o&d=106217744> (Secondary)

AND SSR #1

Writing Assigned: Post your autobiographical sketch, reflections and questions on Lecture 1 or one of the alternate readings and SSR#1.

Week 3 -- 8/31/15 at 17:00 to 23:59:59 on 9/8/15
9/7/15 – Labor Day Holiday – Start Preliminaries

Preliminaries; Reading Processes, Writing Processes, Schemas and Transactions, Contexts; Observing Literate Behaviors inside and outside Classrooms, Some morphemics, syntax and semantics

Reading Recommended: RBS Lecture 2 (Preliminaries); SSR #2

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 4 – 9/8/15 at 17:00 to 23:59:59 on 9/14/15

Approaches to literacy Instruction. Balanced Literacy Programs across the PK-12 schools

Assessment in Literacy: Introduction to miscue analysis

Reading Recommended: RBS Lecture 3; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 5 -- 9/14/15 at 17:00 to 23:59:59 on 9/21/15

Word perception in the reading process, miscues

Introduction to comprehensive literacy programs

Elements of Story and Expository Text

Structure of Text

Reading Recommended: RBS Lecture 4; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings. Interview and observe a teacher of literacy.

Week 6 -- 9/21/15 at 17:00 to 23:59:59 on 9/28/15

Reading Workshop

Reading Recommended: RBS Lecture 5; SSR

Record a student for Oral Reading Miscues and Comprehension

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Transcribe Oral Language Samples, Oral Reading Miscues and Comprehension 1

Week 7 -- 9/28/15 at 17:00 to 23:59:59 on 10/5/15 Midterm

Oral Language

Reading Recommended: RBS Lecture 6; SSR

Record a student for Oral Language Sample, Collect Writing Samples,

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings. Post your teacher observation/interview. Plan of paper with bibliography

Analyzing Oral Language Samples, Writing Samples, Oral Reading Miscues, and Comprehension 2

Week 8 -- 10/5/15 at 17:00 to 23:59:59 on 10/12/15

Languages

Reading Recommended: RBS Lecture 7; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings. Post your Midterm Reading Checklists in MOODLE Competency 4.

Graduate Students: Post your project/paper plan.

Week 9 -- 10/12/15 at 17:00 to 23:59:59 on 10/19/15

Midterm Break 10/15-16/2015

Connection between assessment and instruction

Introduction to literacy research

Research on Phonemic Awareness and Phonics

Reading Recommended: RBS Lecture 8; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 10 -- 10/19/15 at 17:00 to 23:59:59 on 10/26/15

Developing Reading Fluency

Comprehension Strategies

Reading Recommended: RBS Lecture 9; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 11 -- 10/26/15 at 17:00 to 23:59:59 on 11/2/15

Designing a comprehensive literacy program, Vocabulary Development, Leveled Texts and Basal Readers, Literature Focus Units, Guided Reading, Life-long learning in literacy
Reading Recommended: RBS Lecture 10; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 12 -- 11/2/15 at 17:00 to 23:59:59 on 11/9/15

Multimedia, New Literacies, and Projects, Group Discussion regarding Field Experiences, Interaction with Theory and Research
Reading Recommended: RBS Lecture 11; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 13 -- 11/9/15 at 17:00 to 23:59:59 on 11/16/15

Future Directions
Group Discussion regarding Field Experience, Interaction of Theory, Practice, and Research
Reading Recommended: RBS Lecture 12; Self-selected reading

Writing Assigned: Post your reflections and questions on MOODLE and discuss at least three other postings.

Week 14 -- 11/16/15 at 17:00 to 23:59:59 on 11/23/15

Swan Song

Reading Recommended: RBS Summary; Self-selected reading
Catch up!

Writing: Complete Post-tests. Post your final reflective summary of your learning in this course (Competency 9).

Week 15 -- 11/23/15 at 17:00 to 23:59:59 on 12/30/15

Thanksgiving Break 11/26-27

Final Catch up!

Week 16 -- Final Examinations Week -- Dec. 7 - 11 (Grades Posted Dec. 16)

Catch up!

Final Opportunity to meet competencies is Dec. 11.

Wow! You made it! We made it together!

Field Experiences

Field experiences included in this course support candidates to engage in the following professional roles/responsibilities in the conceptual framework of the college:

*Design and deliver instruction (assessing to plan instruction, lesson planning, teaching)
Manage time, tasks, and environments (classroom organization, scheduling, positive behavior support)*

Advocate for children, services, and supports (identifying needs, direct advocacy, supporting others in advocacy efforts)

Use inquiry to inform practice (applying information from professional literature, peers, internet resources to instruction)

Collaborate to support group practice (working with others – team teaching, collaboration with family members and/or related service personnel)

Improve classroom and system practice (adopting positive practices to improve teaching, classroom or school operation)

In this course, you will need access to at least one classroom and to at least one learner of a grade and content you expect to teach. The four field experiences required for this course are:

1. Classroom Environment

Observe and report on classroom environment – teacher interview re: approach to reading and writing instruction, materials used in literacy instruction, classroom organization for literacy instruction, technology organized for literacy instruction (grouping, individualization, differentiation, etc.)

2. Oral Language

Gather oral language sample from a child (recorded and transcribed using Lecture 2 notations). In-class discussion of features that can be assessed from sample (dialect, articulation, vocabulary, etc.). If possible, use the same child for this and the reading and writing samples.

3. Reading

Record the child reading orally. Typically, you should use a shared book or other series of oral reading experiences with a child (degree of child's independent reading will vary according to age/ability) to record between 10 and 15 minutes of the child's reading. If the child is a non-reader, read an age-appropriate sample and analyze the child's response and comprehension. Record the child's retelling of the text, your comprehension and vocabulary questions, the child's answers, and your discussion with the child. Take informal anecdotal notes on what you notice about child's knowledge of print, cuing systems, vocabulary, and comprehension. **ASK QUESTION OF THE CHILD TO EXAMIN UNDERSTAINING OF THE TEXT READ.** The recording will be revisited multiple times across semester as new concepts about reading are presented. Use the analysis systems presented in Lectures 2 and 5.

4. Writing

Elicit a writing sample from a child: analyze for different aspects of writing ability as they are presented across the semester. Use the analysis systems presented in Lectures 2 and 5.

Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into an e-portfolio. This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study in an Excel Spreadsheet or LIVETEXT. Thus, it is critical that candidates record all field experience information.

Topics: Outline of Basic Course Content and Important Vocabulary

I. Literacy, reading, writing, thinking, language arts, reading process, language, dialect, phonemic awareness, phonics, phonology, morphology, vocabulary, syntax, semantics, comprehension, pragmatics, schema theory, reading diagnosis, miscues, interest surveys, building an integrated program, literacy, integrated approaches to literacy

II. Reading process: three perspectives on literacy development (skills, language experience, emergent), balanced, three theories (top-down, bottom-up, interactive), automatic, deliberate, concepts of print, readiness, beginning reading, penmanship, spelling, literature, alternatives to round-robin reading, teaching decoding and vocabulary, sustained silent reading (SSR) + discussion, linguistics, psycholinguistics, culture, context, sinistrality, prereading, postreading, active reading, active learning, CVC, CVCe, markers, consonants, vowels, digraphs, diphthongs, blends, orthography, sight approach, linguistic approaches, phonic approaches, multisensory approaches, alphabetic system, syllabic system, syllabication, inflectional endings, suffixes, prefixes, contractions, compounds, roots, combining forms, dictionaries, basal texts, trade books, children's literature, magazines, big books, readability, metacognition, study strategies

III. Instructional structures: components of a reading/language arts program, scheduling, rules and consequences, lesson plans, lessons, orientation phase, transition phase, independent phase, learning to learn, mastery, competence, performance, affect, pragmatics, instructional groups, reading groups, skills groups, enrichment reading time, writing time, opening and closing rituals, workshop time, practice time, individual conferences, backup activities, selected activities, tests, feedback to parents, grades, report cards, organizing your act, direct instruction, objectives, modeling, prompting, practice, mastery criteria, mastery testing, rewards, certificates, reinforcement systems, punishment, portfolios

IV. Building comprehension: literature and affect, tapping readers' schemata, text structure, text genres, questioning techniques, mapping, brainstorming, literal comprehension, interpretive comprehension, critical comprehension, creative comprehension, discussions, DL-TA, DR-TA, prediction, reciprocal questioning, summarizing, narrative structures, expository structures, writing to learn, visualization, inference, direct instruction, inquiry-based instruction, QAR, cloze, modified miscue analysis, writing samples, portfolio assessment, self-regulation checklists, self-monitoring, metacomprehension, KWL

V. Writing process: Invention, drafting, organizing, editing, proofing, revising, sharing, publishing, final drafts, scheduling for instruction, mechanical aspects, creative aspects, book making, journals, shared journals, talk, dictation, sentence lifting, conferencing, peer editing, teaching thinking and organization, newspapers and magazines, penmanship, word processors, grammar, manuscript, cursive, sentence modeling, poetry writing, haiku, tanka, limerick, cinquain, free verse, poetic devices and figurative language, simile, metaphor, personification, onomatopoeia, hyperbole, elaboration, timed writing, labeling, copying, sentence substitution, sentence collection

VI. Improving children's oral language and listening skills: voice modulation, listening games, following directions, clapping patterns, combining words and syllables, transformational dictation, chaining, dictation, rehearsal, songs, enunciation, radio reading, questioning, oral reports and evaluations, speeches, performances, interviewing

VII. Children with special needs: learning disabilities, giftedness, multiple intelligences, dialect speakers, bilinguals, dyslexics, inclusion, working with colleagues and specialists, administrators, mainstreaming, language and cognitive development, babbling, telegraphic speech, holophrastic utterances, negation, clause, case, intonation, sentence, embedded clause, syntactic maturity, relative clause, ADD (attention deficit disorder), ADHD (attention deficit hyperactivity disorder)

VIII. Integrating the language arts: decoding, appropriate uses of phonics, word structures, vocabulary instruction, diagnostic skills approaches, language experience approaches, emergent approaches, comprehension, metacognition, affect, writing, thinking, reading writing connections, the uses and misuses of basal readers, thematic units, cooperative learning

IX. Creative reading/language arts: book making, thematic units, thematic teaching, readers' theater, drama, centers, poetry reading and writing, oral interpretation

X. Teaching children, adolescents and adults

Directions for Vocabulary Self-Assessment: Make four lists of the vocabulary (by cutting and pasting from the electronic version of this file in MOODLE) using the following rubric:

1. I don't know the term or have very minimal knowledge.
2. I know something about this term but I would have difficulty explaining the exact meaning in relation to literacy and literacy instruction.
3. I have a considerable understanding about this term and its relationship to literacy and literacy instruction, so that I could explain it to a peer.
4. I could present this term to a group of peers with examples of how to use it in literacy and literacy instruction.

Post this in MOODLE.

Graduate Final Paper Rubric

For the Grade of	Form/Technical	Quality of Content
A	<ul style="list-style-type: none"> -Typed -Lists references at end -Minimum of 20 references -Grammatically meets level of Standard Formal American English (SFAEng) -Submitted on time -Length of 18-20 pages -Double spaced 	<ul style="list-style-type: none"> -Evidence of reading, understanding and synthesizing appropriate material (or searching for understanding) from: RBS Lectures, Journals, Self-selected readings and Books -Expressions of your own opinion regarding material and related to personal experiences in some way -Application of ideas either practically or hypothetically or discussion of why they shouldn't be applied (in your specific case)
B	<ul style="list-style-type: none"> -Typed -Lists references at end -15-19 references -Grammatically meets level of Standard Formal American English (SFAEng) -Submitted on time -Length of 15-18 pages, Double spaced 	<ul style="list-style-type: none"> -Evidence of reading, understanding and synthesizing material (or searching for understanding) from: RBS Lectures, Journals, Self-selected readings and Books -Only one of the following two: <ol style="list-style-type: none"> 1. Expressions of your own opinion regarding material and related to personal experiences 2. Application of ideas either practically or hypothetically or discussion of why they shouldn't be applied (in your specific case)
C	<ul style="list-style-type: none"> -Lists references at end: but does not include range from: RBS Lectures, Journals, Self-selected readings and Book(s) -Fewer than 15 references -Grammatically departs from Standard Formal American English (SFAEng) -Length of under 15 pages 	<ul style="list-style-type: none"> -Evidence of reading from: RBS Lectures, Journals, Self-selected readings, Book -Generally a regurgitation of information from the reading without application, evaluation or synthesis.

Possible Graduate Papers

Type	Description	Some Items and Qualities to Include
Literature Review Paper	Review a body of research and practice literature and write a scholarly paper about what the research suggests for improving teaching practices. Apply some and report on the literature and your application of it.	Bibliography
Reflective and Research Autobiography	Self as a teacher: changing practice, developing new skills, trying new ideas for teaching literacy with some group of learners, and reading research.	Bibliography
An Action Research Paper	Take some idea and investigate it through a variety of methods including reading research, theory, and practice articles and implementing the idea with some learners.	Bibliography
A Teaching Unit	Develop a multidisciplinary, multimedia unit with a full range of resources and materials for use with a particular group of learners. The unit should be presented on CD and include images and PowerPoints for use in instruction. Include a plan to use the unit with learners and report on the use after the course.	Three Bibliographies (readings about thematic teaching, readings for children, readings for adults to extend your knowledge). Relationships to standards. Be sure you understand the difference between a topic and a theme.
Case Study	A detailed study of one learner's construction of literacy.	Bibliography, assessment tools, instructional plans and outcomes
Classroom Study	Conduct a study of the literacy practices of a group of classroom students.	Bibliography
Culture Study	A study of a particular culture or ethnic group including language, customs, home/family structures, performance in school, history, patterns of urbanization, and suggestions for literacy instruction, using readings, interviews and discussion to build a report.	Bibliography, current research on ideas about teaching these students

Synthesis Paper	Read research literature and extensive practice literature in some area and distill a set of key ideas, principles, practices, and organizational structures. Apply these ideas with a group of learners.	Bibliography
Critique Paper	Criticize a body of research and/or practice literature by showing the holes in it. Analyze the problems it produces in learners' work.	Bibliography. Be sure you understand the problems associated with each research study.
Position Paper	Choose a position on some issue in literacy instruction, present arguments and research supporting that position, and attack arguments and research supporting the other point of view. Demonstrate your position by applying it with a group of learners.	Bibliography. Be sure you take a strong stand and defend it with logic and research.
Your Own Idea	Develop your own idea for a project, and have it approved by your instructor.	Bibliography

E-mail Assignment #1

Submit the following information to rspeaker@uno.edu.

Name

Classification

Phone Numbers

E-mail address at UNO (for general communication)

Alternate e-mail address (for general communication)

Skype Name

Second Life Avatar for UNO classes

Degree and/or Certification Goal

Undergraduate School,

Undergraduate Major(s)/Minor(s)

Teaching Experience

Current Position(s)

What grade(s) do you most want to teach?

Technology skill and comfort levels

Webpage address:

What are your special interests (hobbies, talents, activities, etc.)?

Appendix A:

OBSERVATION FORM

UNO STUDENT _____ DATE _____

SCHOOL _____ GRADE _____

SUBJECT _____ TEACHER _____

What literacy activities did I observe today? Describe in detail.

What literacy activities did I participate in today? Describe in detail.

If you observed a teacher, describe the teacher's behaviors you observed and your professional evaluation of these behaviors. If you observed a student, write a one-page reflection on the student that you observed and the specific reading or writing abilities and difficulties that the student exhibited. Discuss your thoughts, feelings, and professional reactions to what you observed in both the student behavior and the teacher behavior exhibited in today's observation. Please attach the reflection page to this form.

If you taught a lesson today, please attach your lesson plan, an example of the student's work resulting from the lesson, and a reflection on what you thought worked well in your lesson and what you might change if you were to teach this lesson again.

Midterm Evaluation in EDCI 6400 – Based on submissions through Week 8

Competencies	Ideal Expectations	Status	Evaluation
1. Autobiographic Sketch	Complete		
2. Preliminaries	Complete	/3	
3. Oral Reading	Submitted	no	Due Week 9
4. Read Widely	Submit form	n/a	Due Week 9
Lectures	6		Adequate progress
SSRs	6		Adequate progress
Comments	36		
5. Observation	Submitted		
6. Oral Language	n/a	n/a	n/a
7. Written Language	n/a	n/a	n/a
8. Professionalism			
Pretest – Vocab	Complete		
Pretest – TOPR	Complete		
Pretest – Goals	Complete		
Pretest Eng. Lin.	Complete		
General	High		
9. Summary	n/a	n/a	n/a
10. Research Plan	Submitted	n/a	n/a
11. Research Paper	n/a	n/a	n/a

n/a = not applicable at midterm

Overall Evaluation: Adequate progress in the course

RBS Concern:

Midterm Grade:

The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.