

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: REA      COURSE NUMBER: 612      CREDIT HOURS: 3**

**I. TITLE:** Foundations of Literacy

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** An advanced course in reading and writing instruction designed to enable classroom teachers to model and implement a variety of research-based instructional strategies and activities in an authentic instructional context. Prerequisites: None.

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective.

Upon successful completion of this class, students will be able to

- A.** demonstrate an understanding of current theory and research in the areas of learning theory, language and literacy acquisition, reading theory, emergent literacy, writing, and phonics (KTS I; ILA 1; InTASC 1, 4);
- B.** demonstrate and implement appropriate techniques for teaching and assessing reading and writing to a diverse student population, including English language learners, struggling readers, economically disadvantaged students, and minorities (KTS 2, 3, 4, 5; ILA 2, 3; InTASC 6, 8);
- C.** design and implement instruction that meets the Common Core Standards (KTS 2.1; InTASC 4.1);
- D.** plan and engage in professional development experiences designed to increase their knowledge of literacy learning (KTS 9; ILA 5; InTASC 9);
- E.** reflect on their own teaching of literacy (KTS 7; ILA 1, 5; InTASC 9);
- F.** create a supportive environment for literacy learning for a diverse student population, including English language learners, struggling readers, economically disadvantaged students, and minorities (KTS 3, 4; ILA 4; InTASC 3);
- G.** engage in professional leadership experiences (KTS 8, 10; ILA 5; InTASC 10); and
- H.** use technologies in the teaching of reading and writing (KTS 6, ILA 2; InTASC 8).

The COE Theme of Educator as Reflective Decision-Maker and the EPSB Theme of Literacy/is reflected in this course as students design, implement, and reflect on literacy instruction (Obj. B). College and Career Readiness is addressed as students design and implement literacy instruction that meets the Common Core Standards (Obj. C). The theme of Assessment is explored through implementation of multiple methods of assessing children's literacy (Obj. B). The themes of Diversity and Closing the Achievement Gap are addressed as students design and implement literacy instruction for a diverse

population, including English language learners, struggling readers, economically disadvantaged students, and minorities (Obj. B and C).

**IV. CONTENT OUTLINE:**

- A. The Literacy Teacher as Reflective Decision-Maker
- B. A Constructivist View of Learning
- C. Current Issues in the Profession
- D. Understanding Reading and Writing – The Developmental Progression
- E. Basic Components of a Comprehensive Literacy Program
- F. What is the Achievement Gap?
- G. Environments that Support Literacy Learning for a Diverse Student Population
- H. Struggling readers/writers and interventions
- I. Technology and the Teaching of Reading and Writing

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Reflecting on teaching
- B. Writing a professional improvement plan
- C. Reading and responding through writing and/or discussing
- D. Designing and implementing literacy instruction and assessment for diverse students, including use of technology.
- E. Examinations

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** None. Students are required to apply ideas from the class to their teaching.

**VII. TEXT(S) AND RESOURCES:**

Routman, R. (2008). *Teaching essentials: Expecting the most and getting the best from every learner, K-8*. Heinemann: Portsmouth, NH.

Vogt, M.J. and Shearer, B.A. (2010). *Reading specialists and literacy coaches in the real world* (3rd Edition). Allyn & Bacon, Inc.: New York.

**VIII. EVALUATION AND GRADING PROCEDURES:** The key signature assessments for this course are the Professional Improvement Plan and the Literacy Theory Project.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request,

reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).