OVERVIEW

Literacy is a multifaceted, complex, developmental, constructive activity. It is a tool for learning, communicating, and constructing ourselves. Helping children to become literate is a major purpose of schooling, and reading and writing are the predominant tools that are privileged in schools today to demonstrate learning, knowledge, and competence in the culture.

The purpose of this class is to examine the development of reading throughout the lifespan of an individual. The course will examine the components of the reading process, the relationship of reading to writing and oral language, the cultural and social influences on reading/literacy development, how children develop into conventional readers before and during school, how literacy continues to develop through formal schooling as well as informally into the adult years, and differences between struggling readers and proficient readers. The course will conclude with a consideration of the implications for curriculum and instruction in reading/literacy.

COURSE MATERIALS


Since this is a two-week intensive class, it is of utmost importance that you have finished all or most of the class readings before you come to our first class meeting. It is very unlikely that you will have time to read the textbooks in addition to working on your class assignments/projects during that period of time.

**ASSIGNMENTS/PROJECTS**

**A. Portfolio**

**Due date: June 21**

30%

You will be constructing a portfolio that demonstrates your learning about reading/literacy development as well as who you are as a literate person and literacy teacher. As part of constructing possible artifacts for this portfolio, you will complete a number of projects that will be required of everyone. Those activities are listed below. These projects should also become part of your portfolio. In addition, you will need to choose other artifacts related to your own literacy practices at home or at school. Examples of such artifacts might include lesson plans from your classroom, your personal reading log, descriptions of literacy activities that you do with your own children, etc. The portfolio should have three sections: *Myself as a literate person; Myself as a literacy teacher; My learning about literacy development in this course.* Include as part of the portfolio a table of contents, an introductory statement, and reflections on each artifact or group of artifacts you include. The introductory statement should describe your learning about yourself as a literate person and teacher and about reading/literacy development through your participation in this class. The reflections should discuss why you chose to include the artifact/group of artifacts and how they demonstrate either your learning or your understanding of yourself.

*For students seeking Reading Specialist Certification, this portfolio is the beginning of the portfolio that is required for certification. I will be explaining this process in class.*
B. Daily Journal 10%

You will be keeping a journal in which you reflect on the readings, class discussions, and your own responses to them. Those reflections should not be a summary of the readings, but musings about or consideration of what you consider important ideas and why or ideas that evoked some kind of response in you, either positive or negative or your interpretation of what you read and what it means for your own understanding of reading/literacy development and instruction. We will use the journals as springboards to class discussion.

C. Literacy Memoir Due date: Draft-June 3, Final copy-June 15 20%

You will be writing a Literacy memoir and analyzing it in terms of its implications for your understanding/beliefs/theory of literacy development, what it means for your classroom practice and continued learning about literacy and teaching, and your evolving understanding of the role of the reading professional in an educational setting. More details will be provided in class during the first week. (State competencies 1.1, 2.11, 2.18)

D. Research Project Due date: June 21 30%

You will be writing a traditional research/literature review paper. Choose an aspect of reading/literacy development (such as emergent literacy or comprehension strategies or struggling readers or reading instruction in high school). Write a question that you would like to answer about that topic. The topic needs to be chosen by June 3 and the question written by June 4 in consultation with the professor. Review the research literature. Based on your review, synthesize the research and come to a/some conclusion(s) that answer your question. The paper should be 10-20 pages in length with a minimum of 10 references from research journals, books, research reports, monographs, etc. in addition to referencing texts/articles read for class. The paper should follow the specifications of the APA style manual, 5th edition. (State competencies 1.2, 1.6, 2.1).

Class Participation 10%

Students are expected to attend all sessions and be on time. Special circumstances should be discussed with the instructor. Exceptions can be given if it is a religious holiday. You are
also expected to have completed all assigned readings before each class and actively participate in class discussions.

**STATEMENT OF ACCOMMODATION:**

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.