

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 659

FOUNDATIONS AND THEORIES OF LITERACY INSTRUCTION

COURSE DESCRIPTION

A study of the major theories, models, and components of literacy. Foundational knowledge will be utilized to design effective literacy instruction. Field experience is required.

RATIONALE

The course provides critical knowledge of the theoretical and historical foundations of literacy. An understanding of how to use theory and research to plan effective literacy instruction is essential for reading specialists and specialists in curriculum and instruction. The course is aligned with the International Literacy Association (ILA) standards for literacy professionals.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy. (ILA Standard 1)
- B. Use foundational knowledge to design literacy instruction for all learners. (ILA Standard 2)
- C. Demonstrate mastery of explicit, systematic, and sequential phonics and word analysis. (VA HB #1265)

- D. Identify the key components of a comprehensive approach to literacy. (ILA Standard 1, 2)
- E. Plan, teach, and evaluate literacy approaches at the whole group and small group/individual level. (ILA Standard 2, 6)
- F. Explore the use of digital literacy to enhance literacy instruction. (ILA Standard 5)
- G. Demonstrate professional and Christ-like dispositions throughout the course.
- H. Articulate personal beliefs about literacy and literacy instruction. (ILA Standard 4)

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1. (MLO: G)

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be 150 words. (MLO: A, C, D, G, H)

- D. Plan for Field Visits

The candidate will complete the template describing his/her plan for the Field Visits. The candidate will identify the location for observing whole group instruction, the location for observing small group/individual instruction, and the location for teaching a literacy lesson. (MLO: E)

- E. Literacy Life Map Project

The candidate will design a PowerPoint presentation with minimum of 20 slides. The PowerPoint presentation has 2 parts. In Part 1, the candidate will use words and pictures to describe his/her literacy development from a child to an adult. In Part 2, the candidate will articulate a personal philosophy of literacy by identifying key beliefs about literacy and supporting each belief with at least 2 references. (MLO: A, H)

F. Components of Literacy Projects (2)

The candidate will complete 2 Components of Literacy Projects. For the first project, the candidate will read the Temple textbook chapters related to the following components of literacy: phonics/word recognition, fluency, and vocabulary. The candidate will then complete a project for each literacy component. The candidate will write a summary of the chapter (300 words), summarize 1 instructional video related to the component (200 words), and locate and describe 3 websites with instructional strategies related to the component (100 words each). The candidate will write a reflection explaining what he/she learned about the literacy component (250 words). The candidate will do this for all 3 literacy components. For the second project, the candidate will complete a project for each literacy component. The candidate will create a concept map/outline of the chapter (8 main points), locate and summarize 1 scholarly journal article related to the component (300 words), and critique 1 instructional video related to the component (200 words). The candidate will write a reflection explaining what he/she learned about the literacy component (250 words). The candidate will do this for all 3 literacy components. (MLO: A, B, C, D)

G. Observation Reflection Paper

The candidate will write a summary of the field observations (400 words). The candidate will write a critique of the observations citing at least 3 references (400 words). The paper will include a title page and reference list in APA format. (MLO: D, E)

H. Lesson Plans (2)

The candidate will write 2 lesson plans on the given topics using the lesson plan template. Lesson Plan #1 is a small group/individual lesson. Lesson Plan #2 is a whole group lesson plan. The candidate will teach the small group/individual lesson plan. (MLO: B, E)

I. Literacy Schedule Rationale Paper

The candidate will design a weekly literacy block schedule for an elementary grade. The candidate will write a rationale paper about the design of the literacy block schedule (500 words). The rationale will describe how the schedule aligns with the candidate's philosophy, current research, and new literacies. The paper must be written in current APA format and include at least 3 references. (MLO: B, D, F, H)

J. Remediating R/S/W Essay

The candidate will respond in writing to several prompts related to the module/week readings and videos on remediation in reading, spelling, and writing for struggling students (400 words). (MLO: A, C, E, G)

K. Lesson Video & Reflection

The candidate will teach the small group/individual lesson plan to one or more students. The candidate will video record the lesson as it is taught. The candidate will submit a video of the lesson. The candidate will write a reflection identifying the strengths and limitations of the taught lesson (300 words). (MLO: E)

L. Phonics Quizzes (5)

Each quiz will cover the phonics study material for the assigned modules/ weeks and any previous modules/weeks. Each quiz will be open-book/open-notes, contain 20 multiple-choice questions, and have a 40-minute time limit. (MLO: C)

M. Final Exam

The exam will cover the Reading & Study material from the course textbook. The final exam will be open-book/open-notes, contain 50 multiple-choice questions, and have a 1-hour and 40-minute time limit. A study guide with suggested terms to review from the textbook will be provided. (MLO: A, C, D)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums (2 at 40 pts ea)		80
Plan for Field Visits		20
Literacy Life Map Project		80
Components of Literacy Projects (2 at 125 pts ea)		250
Observation Reflection Paper		50
Lesson Plans (2 at 80 pts ea)		160
Literacy Schedule Rationale Paper		80
Remediating R/S/W Essay		30
Lesson Video & Reflection		50
Phonics Quizzes (5 at 20 pts ea)	(Modules 2–6)	100
Final Exam	(Module 7)	100
	Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Field Experience Policy

This course has a Field Experience component. Ten hours are required in a school/tutoring setting. Students are required to teach a literacy lesson to a child(ren).

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

VIII. BIBLIOGRAPHY

- Anandakumar, T., Banales, E., Castles, A., Jones, K., Kohnen, S., Larsen, L., & McArthur, G. (2015). Sight word and phonics training in children with dyslexia. *Journal of Learning Disabilities, 48*(4) 391-407. doi: 10.1177/0022219413504996
- Burns, M. K., Pulles, S. M., Maki, K. E., Kanive, R., Hodgson, J., Helman, L. A.,...Prest, J. L. (2015). Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. *Journal of School Psychology, 53*, 437-445. doi: 10.1016/j.jsp.2015.09.003
- Chall, J. S. (1967). *Learning to read: The great debate*. New York, NY: McGraw-Hill.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Dessementet, R. S. & Chambrier, A. (2015). The role of phonological awareness and letter-sound knowledge in the reading development of children with intellectual disabilities. *Research in Developmental Disabilities, 41*, 1-12. doi: 10.1016/j.ridd.2015.04.001
- Duff, D., Tomblin, J. B., & Catts, H. (2015). The influence of reading on vocabulary growth: A case for a Matthew Effect. *Journal of Speech, Language & Hearing Research, 58*(3), 853-864. doi: 10.1044/2015_JSLHR-L-13-0310
- Flesch, R. (1955). *Why Johnny can't read: And what you can do about it*. New York, NY: Harper.
- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (2nd ed., pp. 497–508). Newark, DE: International Reading Association.
- Heartman, C. F. (1727). *The New England primer*. Boston, MA: S. Kneeland and T. Green.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.
- Schmitt, C. (2016). The importance of using voice when reading aloud to students. *The Reading Teacher, 70*(3), 373–373. doi: 10.1002/trtr.1530.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MIT Press.
- Wang, S. (2015). Key issues in second language acquisition since the 1990s. *Theory and Practice in Language Studies, 5*(9), 1916. doi:10.17507/tpls.0509.21
- Wolf, G.M. (2016). Letter-sound reading: Teaching preschool children print-to-sound processing. *Early Childhood Education Journal, 44* (1), 11-19. doi: 10.1007/s10643-014-0685-y

COURSE SCHEDULE

EDUC 659

Textbook: Temple, C. A., *All children read: Teaching for literacy in today's diverse classrooms* (2018).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Alvermann et al.: chs. 1–2 Temple et al.: ch. 3 1 presentation 1 PDF	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	40
		Plan for Field Visits	20
2	Pressley & Allington: ch. 1 Temple et al.: ch. 1 1 presentation 1 PDF	RVE Acknowledgement Quiz	0
		Literacy Life Map Project	80
		Phonics Quiz 1	20
3	Pressley & Allington: ch. 4 Temple et al.: ch. 4 2 presentations 1 PDF	DB Forum 2	40
		Observations	**
		Phonics Quiz 2	20
4	Temple et al.: chs. 5–7 3 presentations 1 PDF	Components of Literacy Project 1	125
		Observations	**
		Phonics Quiz 3	20
5	Temple et al.: chs. 8–9, 11 3 presentations 1 PDF	Components of Literacy Project 2	125
		Observation Reflection Paper	50
		Phonics Quiz 4	20
6	Temple et al.: ch. 10, 13 2 presentations 1 PDF 1 website	Lesson Plan 1	80
		Literacy Schedule Rationale Paper	80
		Phonics Quiz 5	20
7	Pressley & Allington: ch. 3 Temple et al.: ch. 14 2 presentations 3 websites	Lesson Plan 2	80
		Teach Lesson	**
		Final Exam	100
8	2 presentations 3 websites	Remediating R/S/W Essay	30
		Lesson Video & Reflection	50
TOTAL			1010

DB = Discussion Board

**There is nothing to submit at this time. The assignment will be due in a subsequent module.

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.