

**Augusta State University  
College of Education  
Department of Teacher Development**

**Course Title:** Basic Literacy

**Course Prefix and Number:** EDTD 6120

**Instructor:** Cindy Beatty

**Hours:** 3 semester hours; MTWRF; 815 a.m. - 4:15 p.m.

**Prerequisites:** Admission to master's program and completion of EDTD 6161 (or permission for Reading Endorsement)

**Texts:** Gambrell, L.; Morrow, L.; Pressley, M. (2007). *Best practices in literacy instruction*. 3<sup>rd</sup> ed. Guiford Press. New York.

**Course Description:** This course focuses on helping teachers learn to implement basic instructional strategies in the area of reading with limited attention to writing. It is intended for students who have never had a course in literacy instruction or have one that is more than five years old. Practice in informal and authentic assessment is also included. Required for Reading Endorsement.

**Reading Endorsement:**

This is the first of three courses required for the Georgia Reading Endorsement. Students must successfully complete all three courses in order to be recommended for the endorsement. The endorsement is available to all Georgia certificated teachers, PK-12.

**Specific Course Objectives**

1. The student shall demonstrate competence in knowledge and beliefs about reading including theoretical foundations of language development and current practices in the area of reading instruction that complement and supplement reading instruction for the classroom teacher. (Reading Endorsement Standard I)
2. The student shall demonstrate competence in knowledge about reading that includes relevant research on the interrelationship of language and literacy acquisition; various systems of language and their relationship to the reading process; research in special education, psychology, and other fields that deal with the treatment of students with learning disabilities. (Reading Endorsement Standard II)
3. The student shall demonstrate competence in knowledge about the principles of human growth and development, language development; the impact of diversity on language development and reading acquisition. (Reading Endorsement Standard III)

**NATIONAL STANDARDS:**

This course addresses all of the IRA/NCTE Standards for the English Language Arts. However, the following standards are specifically reinforced throughout the course:

Standard 1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**National Board Standards Addressed:**

- II. Teachers know the subjects they teach and how to teach those subjects to students.
  - examine various approaches to teaching language arts and develop a scheme for classifying them in relation to teaching for understanding
  - examine research related to *Standards for English Language Arts*.
- III. Teachers think systematically about their practice and learn from experience.
  - define “best practice” as the term appears in the literature and as it appears in schools
  - examine current personal practice for degree of grounding in current research on teaching language arts
  - examine current personal assessment practices in regard to their authenticity

**Teaching for Understanding Folio Questions Addressed:**

3. How are standards-based curriculum and instruction reflective/suggestive of teaching for understanding; how do they support teaching for understanding?
4. What approaches to curriculum design support or promote teaching for understanding?
5. Why isn't activity-based instruction adequate to the task of teaching for understanding?
8. What does research on teaching tell us about the effectiveness of teaching for understanding and valid/reliable methods of assessing learning for understanding?
10. What kind and quality of teacher knowledge does teaching for understanding require (subject matter, pedagogical, interpersonal, other)?

**Course Requirements:**

1. Attendance: Because this is an intensive, six-day summer school course, attendance is mandatory. Students must be punctual and attend class for the allocated time, unless previous arrangements have been made with the instructor. The instructor reserves the right to assign equivalent make-up work in cases of extreme emergency only. Make-up work needs to be of the highest quality.
2. Assignments: Study all assignments before class. Written work is due at the beginning of the class period..
3. Participation: All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.
4. Phonics Test: All students must pass the Department of Teacher Development's phonics test in order to pass the course (regardless of other grades).
5. Portfolio: Begin work on a portfolio which will demonstrate competency in each of the nine Georgia Standards for Reading Endorsement, concentrating on the first three.
7. Computer: Students are required to submit assignments that have been typed or word processed. Students are also required to use the Internet for research. Students should make backup copies (paper and file) of work they turn in.
8. Deadlines: Because work time is built into the course, students are expected to meet deadlines for turning in work. Late work will be penalized 10% of the project's grade. Because of the intensive nature of the course, students will have until June 12 to turn in final copies of major projects.

**Additional Requirements for Graduate Students:**

1. Graduate students should integrate knowledge gained during this course into their answers to questions 3, 4, 5, 8, and 10.
2. From time to time, graduate students may be asked to make a class presentation on a related topic for which they have particular experience or expertise.

**Grades:**

For the purpose of the Reading Endorsement credit, all students begin with a 100 percent/ A average. Points are subtracted for incompletes and late assignments, failure to do one's share of a group project, lack of class participation and attendance, etc. \*Due to the compacted nature of this class, students are subject to be withdrawn for extreme tardiness, early departure, getting behind on daily assignments, absence of one or more days.

Grading Scale for PLU's:

- all assignments completed satisfactorily on time= S
- incomplete assignments, or unsatisfactory level of quality, \*other situations as noted above = U
- (no PLU credit or credit toward endorsement)

**Major Assignments:**

1. Group/Individual Research and Presentation

Small groups or individuals (depending on class size) will research one of the following topics and make a class presentation. Presentations should include brief summary of research or theories related to the topic, practical classroom applications, best resources for learning more about the topic, and summary. Handouts of at least one page should be provided for each class member. Presenter should include some type of visuals for the presentation (e.g., overhead transparencies, posters, charts). PowerPoint presentations are acceptable, but not required. Presentations should all include a hands-on or group participation activity. Equipment will be available in the classroom. Presentations should last approximately 30 minutes.

The group/individual should turn in a longer version, to include a summary of information (what did you learn?), classroom application ideas, a copy of visuals, a copy of the handout, and a bibliography. The bibliography in APA format should include at least two book resources containing facts/research, at least one book resource related to effective instructional practices, at least two journal articles related to either research or application, and one Internet source. Look for important general information but also look for information that's new to you and innovative ways to incorporate the topic in your teaching.

Groups/individuals will be given class time to read, critically reflect on readings, share personal insights and experiences regarding the topic, and plan the presentation. All members of a group will participate in developing the handouts and in the presentation. Group members are responsible for establishing reading goals and time lines and for arranging meetings outside of class time, if needed.

Books are available Conference Room, Curriculum Lab, as are three notebooks with copies of articles relevant to the course. Relevant journals are available in Reese Library or online.

Possible Topics:

- a. Emergent Literacy/stages of development
- b. Balanced Literacy program components
- c. Vocabulary development/building background information
- d. Reading in Content Area/graphic organizers
- e. Literature discussion groups/Rosenblatt
- f. Phonics instruction
- g. Early Reading Instruction
- h. Incorporating GPS objectives

2. Portfolio (major project for third course, but begun in first course)

All participants will work toward developing a portfolio which will demonstrate personal proficiency in the nine Georgia Standards for Reading Endorsement. The main focus for this course will be the first three standards, although other standards will be addressed. At the end of the third course, students will make individual presentations of the portfolio. Recommendation for endorsement will be based on the quality of the evidences of proficiency in all nine areas. A minimum level of competency must be reached for each level. (See the rubric for scoring the portfolio.)

During the first course, students should begin organizing portfolio information into a three-inch notebook. Make at least five dividers, one for each standard. You may also include additional sections, if you like. Students will probably want to keep another notebook with additional information received during the courses.

Information in portfolios should be something that the student has processed in some way, not merely copies of information. Copies of articles are not useful, unless the student responds to them in some way, e.g., a reflection. Copies of worksheets are not useful, unless the student explains how they help meet student reading goals. Copies of other person's handouts are not useful, unless the student responds to them in some way, e.g., a reflection or explanation of how it was used/modified with actual students.

At the end of the second course and in seminars during the third course, progress toward portfolios will be spot-checked.

3. Phonics Test. All students must pass the Department of Teacher Development's Phonics Test in order to pass the course. (This does not count as a grade.)

4. Grant Proposal – All students will write a grant proposal from one of several granting agencies. Submitting the grant to the agency is optional, but encouraged.

5. Staff Development Workshop Plan – Student will submit individually or as a group, plans to implement the workshop with their faculty and/or staff at the beginning of the school year.

6. Guided Reading lesson – Students will construct a guided reading lesson from a novel, trade book, or content area Teacher's Edition using the format provided in class.

**Other Assignments:**

1. Article and Guest Speaker Reflections as assigned. (Reflections should be insights gleaned from the reading or presentation or connections to own teaching situations, new ideas, etc. Unless otherwise noted, they should not exceed ½ typed page. Reflections should not be a restatement of the article or presentation.)
2. Participation in class and group projects
3. Book share: During "working lunches," students will share a minimum of two books. Discussion will include either a picture walk or summarization of book, explaining possible instructional uses.
4. Other readings and activities as assigned.

**Sample Course Topics:**

Approaches to Reading: New Zealand reading research/program, Reading First Program, Language Experience Approach; Teaching of Phonics; Literacy-Rich Environments; Readability; Writing, Fluency, Comprehension and Vocabulary Strategies, Best Practices in Literacy, incorporating Trade books (both fiction and nonfiction), Guided Reading, Reluctant Readers, alternative types of texts, new trends in literacy instruction

Cell phones and lab tops are not to be used during class time. Academic honesty is to be followed in all course work as outlined in the ASU student handbook, available online.

## BIBLIOGRAPHY

- Allen, J., Michalove, B., & Shockley, B. (1993). Engaging children: Community and chaos in the lives of young literacy learners. Portsmouth, NH: Heinemann.
- Anderson, R.C., Hiebert, E.H., Scott, J.A., and Wilkinson I.A.G. (1985). Becoming a nation of readers. Urbana, IL: NCTE.
- Askew, B. & Fontuas, I. (1998). Building an early reading process : Active from the start ! The Reading Teacher, 52, 126-134.
- Au, K.H. & Scheu, J.A. (1996). Journey toward holistic instruction: Supporting teachers' growth. The Reading Teacher, 49, 468-477.
- Beers, K. (2003). When kids cant read what teachers can do. Portsmouth: Heinemann
- Bulgren, J. & Scanlon, D. (1997-1998). Instructional routines and learning strategies that promote understanding of content area concepts. Journal of Adolescent and Adult Literacy, 41, 292-302.
- Calkins, L.M. (1994). The art of teaching writing. Portsmouth, NH: Heinemann.
- Cecil, N.L. (2001). Activities for striking a balance in early literacy. Scottsdale, AZ: Holcomb Hathaway.
- Crafton, L.K. (1996). Standards in practice, grades K-2. Urbana, IL: NCTE.
- Cunningham, P. M. (2000). Phonics they use. New York, NY: Longman.
- Cunningham, P.M. & Allington, R.L. (1999). Classrooms that work: They can all read and write (2<sup>nd</sup> ed.). New York, NY: Longman.
- Davies, A., Cameron, C., & Politano, C. (1993). Making themes work. Winnipeg, Manitoba, Canada: Peguis Publishers.
- Feely, J.T., Strickland, D.S., & Wepner, S.B. (1991). Process reading and writing. New York: Teachers College Press.
- Fisher, B. & Medvic, E. (2000). Perspectives on shared reading – planning and practice. Portsmouth, NH: Heinemann.
- Gee Woo, D., Morrow, D., & Strickland, O. (1999). Literacy instruction in half and whole day kindergarten. New Jersey: International Reading Association.
- Fox, B.J. (1996). Strategies for word identification: Phonics from a new perspective. Englewood Cliffs, NJ: Prentice Hall.
- Fountas, I.C. & Pinnell, G.S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.
- Fountas, I.C. & Pinnell, G.S. (2001). Guiding readers and writers grades 3-6: teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
- Gillet, J.W. & Temple, C. (2000). Understanding reading problems : Assessment and instruction (5<sup>th</sup> ed.) New York, NY: Longman.
- Goelman H., Oberg, A. & Smith, F. (Eds.) (1984). Awakening to literacy. Portsmouth, NH: Heinemann.
- Gunning, T.G. (1996). Creating reading instruction for all children. Boston MA: Allyn & Bacon.
- Hall, D. P. & Cunningham, P.M. (1997). Month by month reading and writing for kindergarten. Greensboro, NC: Carson-Dellosa Publishing Company
- Heald-Taylor, B.G. (1996). Three paradigms for literature instruction in grades 3 to 6. The Reading Teacher, 49, 456-466.
- Hiebert (1994). Getting reading right from the start. Needham Heights, MA: Allyn and Bacon.
- Hosking, N.J. & Terberg, A.S. (1998). Bridging the gap: Aligning current practice and evolving expectations for middle years literacy programs. Journal of Adolescent and Adult Literacy, 41, 332-340.
- Hoyt, L.H. (2000). Snapshots: Literacy minilessons up close. Portsmouth, NH: Heinemann
- Irvin, J.L. (1998). Reading and the middle school student: Strategies to enhance literacy. Needham Heights, MA: Allyn & Bacon
- Johns, J.L., Lenski, S.D., & Elish-Piper, L. (1999). Early literacy assessments & teaching strategies. Dubuque, IA: Kendall Hunt.
- Kennedy, M.M. (1990). Teaching academic subjects to diverse learners. East Lansing: National Center for Research in Teacher Education, Michigan State University.
- Lenski, S.D. & Johns, J.L. (2000). Improving writing: Resources, strategies, assessments. Dubuque, IA: Kendall Hunt.

- Mandel, L.M. (1993). Literacy development in the early years (2nd ed.). Boston: Allyn and Bacon.
- Moffett, J. & Wagner, M.J. (1992). Student-centered language arts, K-12 (4<sup>th</sup> ed.). Portsmouth, NH: Heinemann.
- Morrow, L.M. Tracey, D.H., & Maxwell, C.M. (Eds.) (1995). A survey of family literacy in the United States. Newark, DE: International Reading Association.
- National Council of Teachers of English (1996). Standards for the English language arts. Urbana, IL: NCTE.
- National Council of Teachers of English (1996). Guidelines for the preparation of teachers of English language arts. Urbana, IL: NCTE.
- National Reading Panel Report (2000) [www.nifl.gov](http://www.nifl.gov)
- Neuman, S.B. & Roskos, K.A. (1998). Children achieving: Best practices in early literacy. Newark, DE: International Reading Association.
- Pappas, C.C., Kiefer, B.Z., & Levstik, L.S. (1995). An integrated language arts perspective in the elementary school: Theory into action (2nd ed.). White Plains, NY: Longman.
- Reutzel, D.R. & Cooter, R.B. (2000). Teaching children to read : Putting the pieces together (3<sup>rd</sup> ed.). Columbus, OH : Merrill.
- Roller, C.M. (1998). So...What's a tutor to do? Newark, DE: International Reading Association.
- Roller, C.M. (1996). Variability, not disability. Newark, DE: International Reading Association.
- Routman, R. (1994). Invitations: Changing as teachers and learners K-12. Portsmouth, NH: Heinemann.
- Routman, R. (1996). Literacy at the crossroads. Portsmouth, NH: Heinemann.
- Silvaroli, N.J. & Wheelock, W.H. (2001). Classroom reading inventory (9<sup>th</sup> ed.). Boston, MA: McGraw Hill
- Shanker, J.L. & Ekwall, E.E. (2003). Locating and correcting reading difficulties. (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Sierra-Perry, M. (1996). Standards in practice, grades 3-5. Urbana, IL: NCTE.
- Simmons, J.S. & Baines, L. (1998). Language study in middle school, high school, and beyond. Newark, DE: International Reading Association.
- Smagorinsky, P. (1996). Standards in practice: Grades 9-12. Urbana, IL: NCTE.
- Spiegel, D.L. (1998). Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program. The Reading Teacher, 52, 114-124.
- Taylor, D. (1983). Family literacy: Young children learning to read and write. Portsmouth, NH: Heinemann.
- Taylor, D. & Dorsey-Gaines, C. (1988). Growing up literate. Portsmouth, NH: Heinemann.
- Taylor, D. & Strickland, D.S. (1986). Family storybook reading. Portsmouth, NH: Heinemann.
- Tompkins, G.E. (1997). Literacy for the 21st century: A balanced approach. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Vacca, R.T. & Vacca, J.L. (1999). Content area reading: Literacy and learning across the curriculum. New York, NY: Longman.
- Vacca, J.L., Vacca, R.T., & Grove, M.K. (2000). Reading and learning to read (4<sup>th</sup> ed.). New York, NY: Longman.
- Weaver, C., Gillmeister-Krause, L., & Vento-Zogby, G. (1997). Creating support for effective literacy education. Portsmouth, NH: Heinemann.
- Wilhelm J.D. (1996). Standards in practice: Grades 6-8. Urbana, IL: NCTE.
- Wilson, R.M. & Hall, M.A. (2001). Phonics, phonemic awareness, and word analysis for teachers. Columbus, OH: Merrill
- Wood, K.D. & Dickinson, T.S. (2000). Promoting literacy in grades 4-9: A handbook for teachers and administrators. Needham Heights, MA: Allyn & Bacon.