EDRD 7715: THEORY AND PEDAGOGY IN THE STUDY OF READING
SPRING 2018
SYLLABUS

FACULTY AND COURSE INFORMATION
INSTRUCTOR:
Dr. Ann M. Bennett, Assistant Professor of Reading Education
Department of Secondary & Middle Grades Education

INSTRUCTOR CONTACT INFORMATION:
Office: BEB 348
Office Phone: 470.578.2249
Email: ann.bennett@kennesaw.edu

CLASS LOCATION:
Online (D2L)

CLASS MEETING TIMES:
There are no official meeting times for this class.

COURSE WEBSITE:
Desire2Learn (D2L)

COURSE COMMUNICATIONS:
Please use my faculty email (ann.bennett@kennesaw.edu) as my primary contact. Emails will receive a reply within 48 hours, except on weekends. If you use the D2L email system to contact me, you can expect a response time of up to five days. For emergencies and questions that require an immediate, short answer, please TEXT me on my mobile. Office hours will be held virtually by appointment only using Google Hangouts.

ELECTRONIC COMMUNICATIONS:
The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.
REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

Chalk & Wire account

RECOMMENDED RESOURCES:

Membership in professional organizations, such as the American Educational Research Association, Literacy Research Association, and the International Literacy Association. Student rates are available.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES
Prerequisite: Admission to graduate program (M.Ed., Ed.S., Ed.D.) in education and evidence of a criminal background check.

An advanced study of the socio-psycholinguistic foundations of literacy. This course examines theories of language development and acquisition of reading and writing, as well as the theoretical foundations for a range of instructional practices related to the five dimensions of reading. Historical perspectives of literacy, prominent researchers, and theorists are also studied.

GENERAL COURSE EXPECTATIONS & REQUIREMENTS AND COURSE OUTLINE
GENERAL EXPECTATIONS:
If you have never taken an online course before, you will find that online courses allow for learning on your “own time”, eliminating the drive time and “seat time” on campus, but all within a framework that is both rigorous and well thought out. It can be easy to get behind if you do not set aside specific time each day to get work done, so look through the assignments and modules carefully and get a sense of how you will need to apply time management. Although your attendance is determined by your participation, your grades are determined by the quality of that participation. At minimum, set aside, at least, 4 to 5 hours each week to complete class readings and assignments. Please plan on getting online, at least, three times a week to work on assignments. Assignments are due by 11:59 p.m. on the due date listed, and all deadlines are firm. I strongly encourage you to complete assignments ahead of the due date to avoid instances of technology difficulty. “My computer crashed” or “my internet was down” are not acceptable excuses for late assignments in an online course. In fact, it is a good idea to have two backup ways of accessing a computer and the Internet, such as a friend or neighbor. Late assignments will not be accepted, except in extreme circumstances or emergencies (documentation or evidence of such occasion are required for requests of extended deadlines).

REQUIREMENTS FOR STUDENTS CONDUCTING RESEARCH:
Student-researchers who conduct projects at variance from or extending beyond a class assignment must consult with their faculty instructor about securing KSU IRB approval and must contact any IRB-type organization available in their research setting.
For those in teacher education, it is important to remember that every district has a federally mandated requirement for IRB review of proposals for conducting research in public schools. It is up to each student-researcher to learn the appropriate IRB procedures to be followed in his/her district. More specifically, KSU teacher education candidates are required to complete district-level IRB forms or to follow accepted policies and gain approval in writing, consistent with school/district guidelines, prior to beginning any assigned research project. Let us see who reads the syllabus. Have an Easter egg. Send me a picture of an owl via email, and I will add five points to the first discussion assignment. Additionally, BCOE graduate programs require ALL graduate students to complete training in IRB procedures and research ethics through the Collaborative Institutional Training Initiative (CITI) prior to beginning any research project. Contact your instructor for additional information on how to complete CITI training if you have not previously completed it in another course.

**COURSE CONTENT:**
Perspectives on Literacy Research and Its Application
Processes of Reading and Literacy
Models of Reading and Writing Processes
Literacy’s New Horizons

**FINAL EXAM:**
There is no formal final exam for this course

**OTHER REQUIREMENTS:**
All written work should reflect careful organization of material and the high standards of investigation associated with graduate-level studies. All work is submitted digitally using Microsoft Office Suite or its equivalent. **Please do not submit PDFs, unless otherwise requested, as this makes it difficult to provide extensive feedback on course assignments.** All formal written work submitted should follow APA (6th ed.) format. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

**COURSE OBJECTIVES:**
This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

- [Georgia Professional Standards Commission – Program Area Standards](#)
- [Georgia Professional Standards Commission – Ethics Standards](#)
- [CAEP – Council for the Accreditation of Educator Preparation](#)
- [InTASC – Interstate Teacher Assessment and Support Consortium](#)
- [CAPS – Candidate Assessment on Performance Standards](#)
- [Specialized Professional Association – International Literacy Association](#)
The Educator Preparation Program (EPP) prepares learning facilitators who understand their disciplines and principles of pedagogy, reflect on their practice, and apply these understandings to making instructional decisions that foster the success of all learners. As such, this course has the following objectives. A student:

1. Possesses broad, current, and specialized knowledge of reading (e.g., foundations of the reading/writing process, major components of reading, reading research, and histories of reading and demonstrates this knowledge to colleagues, parents, and students) [ILA Standards 1.1, 1.2, 2.1, & 2.2].

2. Possesses an understanding of the role reading plays in the content areas and accurately represents understanding through use of multiple explanations, methods, technologies, and/or strategies [ILA Standards 2.3, 4.1, & 4.3].

3. Possesses strong pedagogical content knowledge and uses that knowledge to create approaches to instructional challenges [ILA Standards 1.2, 2.3, 4.1, & 4.3].

4. Possesses an understanding of language development and reading acquisition and cultural and linguistic factors influencing literacy development [ILA Standards 1.3].

**DISCLAIMER:**
This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.
**Course Outline, Course Content, Course Objectives, Module Objectives, Activities:**

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<th>Module</th>
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<tr>
<td>1. Perspectives on Literacy Research and Its Application <em>(Weeks 1-3: 1.8-1.27)</em></td>
<td>Possesses broad, current, and specialized knowledge of reading (e.g., foundations of the reading/writing process, major components of reading, reading research, and histories of reading and demonstrates this knowledge to colleagues, parents, and students) [ILA Standards 1.1, 1.2, 2.1, &amp; 2.2]. Possesses an understanding of the role reading plays in the content areas and accurately represents understanding through use of multiple explanations, methods, technologies, and/or strategies [ILA Standards 2.3, 4.1, &amp; 4.3]. Possesses an understanding of language development and reading acquisition and cultural and linguistic factors influencing literacy development [ILA Standards 1.3].</td>
<td>Discuss the connection between the history of literacy education and contemporary trends in reading. Review the effects of the interdisciplinary nature of reading on reading research, processes, and theories. Identify the concepts of theory and model in reading theory, praxis, and research. Identify historical and contemporary theories of reading. Explain the connection and effects of research methodologies on the development of theories of reading. Recall individual development and growth in linguistic awareness.</td>
<td>Section 1: 1-3</td>
<td>Introduction Discussion Board Module 1 Discussion Board Language Development Autobiography – Part 1 Module 1 due 1.27</td>
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<td>2. Processes of Reading and Literacy <em>(Weeks 4-9: 1.28-3.10)</em></td>
<td>Possesses broad, current, and specialized knowledge of reading (e.g., foundations of the reading/writing process, major components of reading, reading research, and histories of reading and demonstrates this knowledge to colleagues, parents, and students) [ILA Standards 1.1, 1.2, 2.1, &amp; 2.2]. Possesses an understanding of the role reading plays in the content areas and accurately represents understanding through use of</td>
<td>Describe the sociocognitive perspective of reading. Explain the social and cultural development of reading. Locate areas of convergence and divergence in reading curricula and reading theory. Apply social and cultural models of reading to current teaching practices.</td>
<td>Module content Section 2: 4-6, 10, 12-14, 16, 18-20, &amp; 24-25</td>
<td>Module 2 Discussion Board Literature Review (Component 1) Module 2 due 3.10</td>
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<td>Identify the phases of reading development.&lt;br&gt;Discuss the differences between skills, meaning, and balanced literacy instruction and their effects on various kinds of learners.&lt;br&gt;Describe common cognitive profiles, reading difficulties, and reading disabilities.&lt;br&gt;Describe the process of vocabulary development.&lt;br&gt;Explain schema theory, its application in reading instruction, and how it interacts with social and cultural models of reading.&lt;br&gt;Identify the effects of motivation and engagement on reading development and growth.</td>
<td>Module content&lt;br&gt;Section 3: 28, 31, &amp; 34-38</td>
<td>Module 3 Discussion Board&lt;br&gt;Language Development Autobiography – Part 2&lt;br&gt;Literature Review (Component 2)&lt;br&gt;Module 3 due 3.30</td>
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<td>3. Models of Reading and Writing Processes&lt;br&gt;(Weeks 10-12: 3.11-3.30)&lt;br&gt;Spring Break: 3.31-4.6</td>
<td>Possesses broad, current, and specialized knowledge of reading (e.g., foundations of the reading/writing process, major components of reading, reading research, and histories of reading and demonstrates this knowledge to colleagues, parents, and students) [ILA Standards 1.1, 1.2, 2.1, &amp; 2.2].&lt;br&gt;Possesses an understanding of the role reading plays in the content areas and accurately represents understanding through use of multiple explanations, methods,</td>
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<td>Identify current trends, issues, and concerns in literacy education. Analyze the effects of current trends, issues, and concerns in literacy education on both reading theory and praxis. Evaluate the effects that these current trends, issues, and concerns in literacy education have on current teaching practices.</td>
<td>Module content Section 4: 39-45</td>
<td>Module 4 Discussion Board Literature Review (FINAL DRAFT) Module 4 due 4.30</td>
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<td>4. Literacy’s New Horizons (Weeks 13-15: 4.8-4.30)</td>
<td>Possesses broad, current, and specialized knowledge of reading (e.g., foundations of the reading/writing process, major components of reading, reading research, and histories of reading and demonstrates this knowledge to colleagues, parents, and students) [ILA Standards 1.1, 1.2, 2.1, &amp; 2.2]. Possesses strong pedagogical content knowledge and uses that knowledge to create approaches to instructional challenges [ILA Standards 1.2, 2.3, 4.1, &amp; 4.3].</td>
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<td>Finals Week (5.1-5.7)</td>
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<td>Teacher Dispositions Instrument due 5.5</td>
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EVALUATION & GRADING SCALE
Your grade in this course is determined based on a 1000 point scale. The grading scale is as follows:

A: 900-1000 points
B: 800-899 points
C: 700-799 points
F: Below 700 points

ASSIGNMENTS/REQUIREMENTS
NOTE: Specific requirement for assignments will be explicated within the modules.

1. General Discussion Boards (4 @ 50 points each; 200 points total)
   As this is an online course designed for you to work at your own pace, yet within the framework of learning modules, you are required to check into the course, at minimum, three times a week. Discussion boards are “ongoing” during the time frame of a module, and, for benefit to be truly gained, actual written discussions should take place. The discussions are intended to draw your attention to key elements in the readings and to encourage reflection. The goal of the discussion board is not just to ensure that you have completed the readings. It is also to ensure that you have mastered the content well enough to engage in a scholarly discussion with others. Your participation in the discussions should be thoughtful, moving beyond “I agree” or “good job”, or simple responses that serve to waste the readers’ time. In other words, add to the discussion both in quality and in content. In order to better understand the readings and to apply the ideas to our assignments, general discussion boards are found in all of the modules. Initial postings should occur before the midpoint of the module in order for substantive discussions to occur.

   I will consider the following in the evaluation of your discussion board postings:
   - Have you appropriately synthesized the material?
   - Are both analytical and critical stances taken?
   - Have you responded thoughtfully and respectfully to the postings of others?
   - Have you reflected on your own beliefs and practices as it relates to the readings?

   Due: Modules 1-4

2. Language Development Autobiography – Parts 1 & 2 (100 points and 150 points, respectively)
   For Part 1 of this assignment, you will write a five to seven page language development autobiography describing your memories and thoughts about how you came to see yourself as a reader, writer, and speaker of English. You might find it useful to pose questions to your parents, teachers, or siblings, but you should mostly rely on your own memories, thoughts, and reflections about how you came to understand, represent, and develop your linguistic awareness. The assignment might focus on various stages of personal development and should convey not only a summative report of linguistic awareness but should also demonstrate critical thinking about that development and growth. Additionally, you will examine how you have translated this development and growth into your daily practices as a teacher, as well as your own personal philosophy of teaching.
For Part 2 of this assignment, you will revisit Part 1 and articulate how the readings and discussions have influenced or changed your understanding of the development of your linguistic awareness, as well as your personal theory of literacy and language acquisition.

_Due: Module 1 & Module 3_

3. **Literature Review (350 points)**
The Literature Review is designed to provide you with a broad research base in theory and pedagogy in the study of reading. It shows your ability to search for, synthesize, and critique the seminal and current research in the field of Reading Education. You will write a brief review using 8-12 research articles on a selected topic in the study of reading. This review should be no less than 15 and no more than 25 pages using APA guidelines.

As this will be the first time that many students have composed a literature review, the review will be broken down into component parts with several submission dates over the course of the semester.

_Due: Module 4_

4. **PROGRAM ASSESSMENT: Teacher Dispositions Instrument (200 points)**
The Teacher Dispositions Instrument is used to evaluate teachers' senses of efficacy and dispositions in the areas of curriculum and instruction, classroom management, student engagement, and professional ethics. This instrument is used at multiple points in the program and should indicate growth. This assignment will be submitted to Chalk & Wire.

_Due: Finals Week_

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<tr>
<td>General Discussion Boards</td>
<td>50 points each/200 total</td>
<td>Ongoing</td>
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<tr>
<td>Language Development Autobiography – Part 1</td>
<td>100 points</td>
<td>Module 1</td>
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<tr>
<td>Language Development Autobiography – Part 2</td>
<td>150 points</td>
<td>Module 3</td>
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<tr>
<td>Literature Review</td>
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<td>Teacher Dispositions Instrument</td>
<td>200 points</td>
<td>Finals Week</td>
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**COURSE POLICIES**

**ATTENDANCE POLICY:**
_Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal._

**MAKE-UP AND LATE WORK POLICY:**
Late work will receive a five point deduction per day late, including weekends. Students should consult with me directly about make-up work.

**QUIZ/EXAM POLICY:**
There are no quizzes in this course. There are no exams in this course.
COURSE TECHNOLOGY:
As this is an online course, students must have access to both a laptop/desktop and the Internet.

FEEDBACK/REPLIES IN A TIMELY MANNER:
Emails and phone calls will be returned within 48 hours, except on weekends. With small assignments, feedback and grades will be made available to students within 14 days of submission, not including weekends. For more substantial assignments, students may expect their grades within three weeks. Should a delay in grading occur, you will be notified via email.

COURSE WITHDRAWAL:
The Drop/Add period ends on January 16th at noon. The last day to withdraw without academic penalty is February 28th.

ACADEMIC INTEGRITY:
Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section 5 of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:
Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

EDTPA INFORMATION AND EPP POLICY STATEMENTS:
Important information about edTPA and the following EPP Policy Statements are located on the Bagwell College of Education website.
1. Purpose and Rationale: KSU EPP Conceptual Framework
2. Use of Technology Statement
3. School-Based Activities Statement
4. KSU Diversity Statement
5. EPP Diversity Statement
6. Campus Resources for Writing Statement
7. edTPA Information
TIPS FOR SUCCESS IN ONLINE COURSES:
WAYS TO BE A SUCCESSFUL ONLINE STUDENT

*Adapted from: 10 Ways to Be a Successful Online Student & What to Expect in an Online Graduate Class

Start the semester right. The first week of an online class can set the tone for the rest of the semester. Use these first days wisely because it is likely that what you do during the first week is what you will do throughout the term. So hit the ground running! 😊

Embrace the syllabus. Print a copy, but don’t just file it away – check it early and often! READ the syllabus. READ THE SYLLABUS. It contains the answer to most questions you will have.

Stay on schedule. You cannot afford to get behind in an online class. Know the deadlines and meet them! Don’t expect your online class professor to give you regular reminders. As soon as you receive a syllabus, record all of the assignments, tests, essays, and projects on your personal calendar.

Get a head start on the assigned work. Don’t expect the instructor to be available 24/7. Sending an 11:57 PM e-mail about an exam that closes at midnight is not a successful strategy. You can prevent this by jumpstarting your online course - begin upcoming assignments and papers during your first week.

Buy any AND READ required materials early. If your online course requires textbooks or other materials, buy them BEFORE class starts so you won’t fall behind on your assignments.

Participate in discussions. Online class chat and discussion rooms can be the best place to make connections, share your insights, and stand out in the crowd. Learn how to communicate and take these venues seriously.

Become a master of online tools. Become familiar with using multimedia technology and the course tools – click around the course room! Google’s tools can be an amazing resource for your studies. Improve your research skills by mastering Google Search, Google Scholar, Google Books, and other popular resources.

Create a dedicated place for your studies. Whether you have an entire office or just a desk in your living room, make sure it’s organized with the supplies you need and is available for use at any time.

Achieve family/work/school balance. When learning at home, it’s often difficult to balance the load. Anticipate scheduling problems and come up with a solution that works for everyone. If you’re going on vacation or have a meeting out of town, work ahead.

Know how to ask for help. It is important to build a relationship and ask for help when necessary. Learn how to communicate effectively with your instructor(s) and avoid the misunderstandings that can arise with electronic discussion.

Stay motivated. Online learning is an endurance sport. When you’re feeling burned out and tired of staring at a screen, don’t slack. Remember that everyone has good days and bad. The key to online class success: never give up.
**Look for study partners.** Other students can help you study, answer your questions, and remind you of any upcoming deadlines. And sometimes, it's nice to just chat with someone who knows exactly what you're going through.

**Acquaint yourself with the class structure.** Each online course has its own structure. Click around - make sure you can access all of the necessary online class components.

**Establish a regular study time.** Set a regular time to study, and stick to it! For more hints, read *4 Ways to Balance Family and Online School.*