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SEYSL 701 Foundations of Literacy

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Queens College (CUNY)
Department of Secondary Education

SEYSL 701: Foundations of Literacy Development and Instruction
Fall 2021

COURSE DESCRIPTION

An introductory course in literacy development and instruction of students in grades 5 through 12. The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current schoolwide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom and schoolwide assessment programs, literacy in a technological age, and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

PURPOSE OF THE COURSE

This is a course for teachers who want to experience research-based, hands-on teaching strategies and approaches for improving motivation and learning in the core subject areas (English language arts, social studies, science, and mathematics). The focus is on teaching students in the middle school and high school who struggle to read their assigned texts. However, the strategies are easily adapted for use with students at other grade levels.

Another purpose of this course is to incorporate technology. You will be required to use Google Classroom along with other , prepare digital presentations and to begin an electronic portfolio. The portfolio must be continually updated and reviewed. **You will be responsible for submitting formative portfolios in this and your subsequent classes. Faculty will review these portfolios and help you as you proceed to your final portfolio which must be completed as one of the requirements for your final Research class.**

This course is aligned with the Core Values of the Education Unit of promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship,

efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

Required Textbooks, Supplies and Materials

There is no formal textbook. All materials will be available either as links on Google Classroom or through the Queens College library.

Instructions for all Chalk and Wire submitted work

1. Type double space or 1-1/2 space, with at least a one-inch margin on the right and left sides and at the top and bottom of the page.
2. Put the page number on every page (including appendices or attachments, if any), at the right side, at least 3/4 inch from the top of the page.
3. Use Times New Roman; 12 point font
4. Type your name and the date, course title, and a brief, descriptive title of your paper on a cover page, or at the top of the first page.
5. Include a reference list giving sources for assertions, quotes, data, or materials you use that originated elsewhere. Use the APA reference style. Refer to:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The Education Unit uses *Chalk and Wire* as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to purchase a Chalk and Wire ePortfolio subscription from the Queens College Bookstore in order to submit their assignments as directed until graduation. Designated course work will be assessed by faculty for professional knowledge and skills through key program course assignments. The electronic portfolio system is not used for grading purposes. Chalk & Wire is also the integrated edTPA platform provider system used at Queens College.

Your Chalk and Wire ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. The Chalk and Wire ePortfolio is a great tool to use when applying for internships, employment or graduate schools.

Candidates that need to create a Chalk and Wire account or renew an existing account must visit www.tinyurl.com/chalkandwiresub to view the subscription options available for purchase on the bookstore website.

Chalk and Wire Subscription Options:

- 1-Year Subscription with ePortfolio - \$66.66

- 2-Year Subscription with ePortfolio - \$119.68
- 3-Year Subscription with ePortfolio - \$148.10
- 5 Year Subscription with ePortfolio - \$163.06

***NOTE:** Prices listed are as of 12/20/20 and they are subject to change without notice.*

Any questions related to your Queens College Online Bookstore purchase (subscription code not received, error during purchase, issue with online bookstore site) should be directed to the online bookstore. Customer service contact information for the Queens College bookstore can be found at www.textbookx.com/help or by calling 888-286-8249.

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: <http://qc.cuny.edu/?id=IUHC>

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room III; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office, Director, Miriam Detres-Hickey, Frese Hall, Room III; 718-997-5870 (Monday - Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).

E. COURSE TOPICS/UNITS/READINGS AND DATES WEEKLY TENTATIVE SCHEDULE

ASSIGNMENTS, DUE DATES AND GRADING PLAN

Points will be given for all online assignments. The value of each assignment will be posted on Google Classroom.

This class will be interactive, and as such, participation both online and during synchronous sessions is vital to success.

The following is a tentative listing of the readings. Additional readings will be selected by students. All assignments related to the readings can be found on Google Classroom and must be completed by 11:59 PM of the due date.

Tentative Fall 2021 Schedule - SEYSL 701

Note: All items, due dates, topics, and assignments are subject to change

| Week Due Date | Topic | Materials |
|------------------|---|--|
| 1 | Content Literacy and the Reading Process | <p>Journal of adolescent & adult literacy, 2007-05-01, Vol.50 (8), p.654</p> <p>Reading Teacher: Read Smarter https://doi-org.queens.ezproxy.cuny.edu/10.1598/RT.60.1.7</p> |
| 2 | Planning for Content Literacy | <p>"Reading in the Content Areas." https://cuny-qc.primo.exlibrisgroup.com/permalink/01CUNY_QC/1f64400/alma9994299754106137</p> <p>Teaching Reading in Mathematics https://files.eric.ed.gov/fulltext/ED469111.pdf</p> |
| 3 | Creating Your Own Assessment | <p>https://drive.google.com/file/d/1XBfnL7Qd7FIkyt1lFIL7C-3TNwv9TuNM/view</p> |
| 4 | Constructivist Lenses | <p>Lenses on Reading Chapter 4 (on e-reserves)</p> |
| 5 | Reading to Learn | <p>Lenses on Reading Chapter 5 (on e-reserves) https://www.gse.harvard.edu/news/uk/16/12/learning-read-learn</p> <p><i>Journal of literacy research</i> 50.3 (2018): 304–334</p> |
| 6 | Increasing Vocabulary and Conceptual Growth | <p>https://iris.peabody.vanderbilt.edu/module/sec-rdng/#content</p> <p>https://iris.peabody.vanderbilt.edu/module/sec-rdng2/ (Revisit these modules—you worked through in 701)</p> <p>https://www.readwritethink.org/professional-development/strategy-guides/using-disciplinary-facets-deepen</p> <p>Graves, Michael F; Lisa Storm Fink. <i>Voices From the Middle</i>; Urbana Vol. 15, Iss. 1, (Sep 2007): 13-19.</p> |
| 7 | Reflecting on Reading and Learning | <p>Lenses on Reading Chapter 8</p> |

| | | |
|----|--|--|
| 8 | Social Learning Lenses | Lenses on Reading Chapter 9 |
| 9 | Writing to Learn | http://educationnorthwest.org/traits/traits-rubrics (sign in and download rubrics) https://www.youtube.com/watch?v=jp4l-oBbgXQ |
| 10 | Creating Effective Learning Environments | McKay, L., & Dean, L. (2017). Powering Up Students to Challenge Their Own Deficit Views. <i>Journal of Adolescent & Adult Literacy</i> , 61(3), 257-266. http://www.jstor.org/stable/26631120 |
| 11 | <i>Defining a Vision Due** Post to Chalk and Wire</i> | <i>No Reading Assignment</i> |
| 12 | Writing to Inquire | https://readinquirewrite.umich.edu/ Writing as a Learning Activity: https://cuny-qc.primo.exlibrisgroup.com/permalink/01CUNY_QC/1f64400/alma9994380896906137 |
| 13 | Developing Lifelong Readers: YA Literature in Content Area Classes | https://www.ted.com/playlists/645/talks_for_lifelong_readers |
| 14 | Putting it all together | <i>No Reading Assignment</i> |
| 15 | Final Session | |

Chalk and Wire help can be found at:

https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=6587&u=guest&cus=343

Group work is a highly-valued aspect of this course because it provides a space in which to reflect on your own learning in light of what others in your group are learning. This learning will come from the assigned chapter readings, the videos, and the applied aspects of the course (e.g., trying out various research-based strategies and approaches with one or more struggling readers).

After reading/watching/working through the materials, you will work collaboratively with classmates identifying additional journals and other resources. As a group you will work on a weekly project using both the materials assigned and those you locate that support and add to the knowledge base. You will be using these resources for the Chalk and Wire assignment.

You will have weekly reading/videos and assignments. All assignments are due by 11:59 pm on the due date. Assignments submitted after that will be late and be subject to penalty.

Penalties for Late Assignments

Tardiness in completing an assignment is *highly discouraged* as it impairs the learning opportunities of other members in your study group and interrupts the flow of discussions, reflections, postings, and the like. Points will be deducted from your final grade for late submissions.

Course Requirements

1. Weekly assignments/Class Participation (see assignment section on Google Classroom). 60% of grade.
2. Defining a Vision for Language and Literacy Assessment: Please see Appendix A. (This will account for 30% of grade) This assignment must be uploaded to Chalk and Wire.
3. Final Project: Putting it All Together: Engaging students who struggle with their literacy skills. This is a presentation and NOT a paper. 10% of grade.

Appendix A

Name of Assessment Instrument: Defining a Vision for Language and Literacy Development Research Project

Unit or Program Assessment:
Graduate Literacy 5-12 Program

When Administered/What Course(s):
SEYSL 701 – “Foundations of Literacy Development and Instruction”

How the Assessment is used in the Program:

This assessment includes lesson planning, implementation, and critical evaluation. Coaching focuses on giving teachers an opportunity to provide professional development to their peers in a particular area of literacy. This is completed in SEYSL 701 – “Foundations of Literacy Development and Instruction”.

This course and the work therein focuses on the content knowledge needed to be a reading specialist/ literacy coach by having candidates critically examine the theory and research base for language development and learning to read and write. It also includes modeled lessons that are planned, implemented, and evaluated in order to put theory and research into practice and a Level One Coaching component– creating a resource that is collaboratively developed by candidates in grade-appropriate groups and distributed to and used with teachers in schools where candidates teach.

Assignment as it is Given to the Candidates:

This assignment enables you to demonstrate your content knowledge as a literacy specialist that will inform the implementation of your pedagogical/professional knowledge, skills, and dispositions in order to make a positive effect on student learning (ILA 1.1, 1.2, 1.3, 2.1, 2.2, 6.2). It is expected that you will include extensive references to theory and research (ILA 1.1, 1.2). It is also expected that you will write with a strong personal voice based on your knowledge and understanding as developed in this course and through other teaching and learning experiences.

1. Language and Literacy Development: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction (ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3). Know foundational theories and are able to explain, compare, contrast, critique major theories of reading and writing processes. For each section, explain, compare, contrast, and explain the major theories. Sections to include:
 - a. What does it mean to read? What does it mean to write?
 - b. Factors that characterize reading and writing processes:

2. Principles of New Language Acquisition: Demonstrate knowledge of language development and reading acquisition, including attention to variations related to cultural and linguistic diversity, by identifying, explaining, comparing, and contrasting theories and research in language development and learning to read (ILA 1.1, 1.2, 1.3). Sections to include:
 - a. Perspectives on major theories of language development and reading acquisition.
 - b. Variations related to cultural and linguistic diversity, and implications for differentiating instruction to meet the needs of all students.
3. Reading Research: Demonstrate knowledge of reading research and histories of reading (ILA 1.1, 1.2, 1.3).

Sections to include:

- Summary of seminal studies and the impact they have made on reading and writing instruction.
 - Recount of historical developments in the history of reading
 - Articulation of how personal teaching practices relate to reading research – identification of most important principles that inform instructional practices that enable all students to learn
4. Organizing the Reading and Writing Program: Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading (ILA 1.1, 1.2, 1.3, 2.1, 2.2).
Sections to include:
 - Detailed description and analysis of a comprehensive, balanced literacy program that focuses on the integration of fluent reading, including focuses on phonemic awareness, word identification, and phonics; vocabulary and background knowledge, fluency, comprehension, and motivation.
 - Include write-ups for the three lessons you planned, implemented, videotaped or audio-taped, and critically reflected on in our class: Read-aloud/think aloud lesson to enthusiastically model authentic reading; phonemic awareness/ phonics/sight word development lesson; shared reading/vocabulary development lesson.
 5. Creating a Literate Classroom Environment: Demonstrate knowledge of creating a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments (ILA 5.1, 5.2). Sections to include:
 - Research-based beliefs and principles for creating a literate classroom environment that motivates all students to be lifelong readers and writers by using student interests, reading abilities, and backgrounds as foundations for the reading and writing program; uses a large supply of books and technology based resources; and provides multiple levels of texts representing broad interests and varied cultural and linguistic backgrounds

6. **School/Home Connections: Demonstrate knowledge of the importance of building a partnership with parents and other primary caregivers to promote the reading and writing development of children (ILA 2.1, 5.2). Sections to include:**
 - Research-based evidence explaining why is it important to build a partnership with parents/primary caregivers and to develop strong school/home connections.
 - Classroom practices that build a strong school/home connection.
 - Include write-up of the parent involvement project, including implications for future school/home connections.

7. **Technology: Demonstrate knowledge of principles and practices for using technology to support reading and writing development for all students (ILA 2.2, 5.1, 5.2, 6.2) Sections to include:**
 - Research-based evidence explaining principles for selecting and using technological instruction.
 - Annotated list of exemplary web sites for language and literacy development that support and enhance language and literacy development.

8. **Supporting and Assisting Classroom Teachers and Paraprofessionals: Demonstrate ability to effectively communicate guidelines for increasing instructional effectiveness by creating a resource for other professionals (ILA 1.2, 5.2, 6.2) that includes:**
 - An introduction that explains the purpose of the resource along with an invitation for teachers, paraprofessionals, and teacher aides to visit your classroom or meet with you to either observe or talk about instruction and classroom environments.
 - Essential information regarding principles and practices of language and literacy development and content area reading and writing.
 - Detailed information regarding modeling reading and writing as valued lifelong experiences.
 - Detailed information for organizing a comprehensive balanced literacy program that motivates all students to learn
 - Detailed information for creating an exemplary literacy classroom environment
 - An annotated list of exemplary children's literature, including literature that addresses varied interests, levels and includes multicultural literature.

9. **Conclusion (ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2, 6.2):**
 - Synthesize your report by critically reflecting on what you learned in this course as evidenced by your vision project.
 - Identify specific changes or enhancements in your teaching that you are making as a result of your learning experiences.

Rubrics and Scoring Guides Aligned to Standards:

Alignment to ILA Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.1, 5.2, 6.2

Scoring Guide:

- = NA: Candidate was not observed or not assessed.
- 1 = Needs Improvement: Candidate does not meet minimum program criteria.
- 2 = Emerging Competence: Candidate is progressing toward meeting program criteria.
- 3 = Acceptable: Candidate meets program criteria with competency and minimal support.
- 4 = Proficient: Candidate meets program criteria with competence consistently and independently.
- 5 = Exemplary: Candidate exceeds program expectations.

Rubric in separate document.

Appendix B

Final Project: Putting it All Together: Engaging students who struggle with their literacy skills.

Please note: This is a presentation and NOT a paper. You will have a choice of several formats.

Each class member's final project will be presented to the entire class at our final session.

The purpose of the project is to engage students who struggle to read their content area texts. You will be using skills/techniques learned throughout the program.

The project can be as creative as you wish to make it. Since this graduate program prepares you to be a literacy coach, you will be reviewing, editing and providing constructive criticism to two classmates.