ED 565: Literacy Perspectives
John Carroll University
Department of Education and Allied Studies
Summer 2015

Instructor Information
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Course Information
Mondays, 5:00-7:40
Administration Bldg, 48

Catalog Description
Literacy development from historical, educational, and individual learning perspectives. Changes in the definition of literacy in response to social and economic needs. Theoretical frameworks of literacy acquisition and development, and literacy as a social invention.

Required Texts and Materials
Blakemore, S. J., & Frith, U. (2005). *The learning brain: Lessons for education.* Malden, MA: Blackwell
    Publishing.
Gee, J. P., & Hayes, E. (2011). *Language and learning in the digital age*. New York: Routledge.
Selected readings on literacy perspectives provided on Canvas

Writing Style
American Psychological Association (APA) format should be used in the submission of all text documents. See, in particular, format for citations and bibliographical references. Consult the sixth edition of the APA manual or http://owl.english.purdue.edu/owl/resource/560/01/

Knowledge Base
Literacy as a symbolizing tool for producing and storing knowledge arose in the time of the Greeks (Havelock, the *Muse Learns to Write*). Viewed with considerable skepticism, Plato voiced the concern of his contemporaries: authors of written texts escaped direct questioning and explanation, which reduced the need for critical thinking, oral argument, and memory. Nonetheless, literacy replaced the primacy of orality and shaped and re-shaped new civilizations. From its early role as a substitute for orality to its central role in present-day schooling, literacy exerts considerable influence on the development of cultures, societies, and individuals. (See, for example, Kaestle, *Literacy in the United States* and Heath, *Ways with Words*.) Literacy is an invention, which in turn, has shaped cognition, behavior, values, and beliefs.

Learning Goals

- Explain historical, psychological, neuroscientific, socio-cultural, and political perspectives on literacy
- Critically examine research and other literature on factors that influence literacy learning
- Explain and defend solutions to current issues and problems in literacy education
- Apply understanding of research on literacy learning to instructional practice
- Create a product that demonstrates deep knowledge of the multi-dimensional nature of literacy

Assignment Overview
More details for each assignment will be discussed in class and can also be found on Canvas in the Assignments Folder.

1. Post-its—As you make your way through the assigned readings, keep a stack of post-it notes handy. Use the post-its to record your comments, questions, connections, etc. Use a minimum of 6 post-its per chapter or article.

2. Response Journal—This assignment requires you to choose the ideas from the readings you find most important, interesting, or provocative (refer to your post-its), and reflect on them in a written fashion. This should not be a summary of the readings; focus instead on your personal reaction to the material by, for example, offering your opinions and making connections to your own experiences. Each weekly entry should conclude with a discussion question posed to your classmates. Your journal will be used as fodder for our Discussion Forums, so be prepared to share your ideas.

3. Discussion Forum—Each week, you will post your Response Journal to Canvas and then create a discussion thread to start a conversation centered around the entry. You will also react to your classmates' Response Journals.

4. Independent Exploration—Moving beyond the assigned texts, you will examine a literacy topic related to the week's perspective by researching and analyzing tools such as readings, videos, and online resources. For example, you may observe a video of parent-child storybook reading interactions for evidence of cultural practices and interpret what you see in light of literacy research and practice. You will then write-up your observations in a report. Your Exploration resources can also be used in your Synthesis Project.

5. Problem-Solution Task—This assignment requires you to work collaboratively to generate multiple solutions—representing multiple viewpoints—to educational "problems" that present themselves in the course readings. Part of the assignment will be completed in class and part will be completed outside of class. Your P-S resources can be used in your Synthesis Project.

6. Synthesis Project—This project allows you to develop a product—for example, an article, an enhanced PowerPoint presentation, or an imovie--that reflects a strong understanding of the multi-dimensional nature of literacy. The Project will make use of required course readings as well as your Independent Exploration and Problem-Solution resources.

Naming Conventions
Use the following format for naming all your files: FirstInitialLastName_AssignmentName_Date
For example: BMathers_ResponseJournal1_7-24-13.docx

Technology Support
Michael MacDonald [Mac] is available for technology support. Mr. MacDonald may be contacted by phone [216-397-4649] or email [mmacdonald@jcu.edu].

Evaluation

Assignments will be weighted as follows

Response Journals	25%
Discussion Forums	10%
Independent Explorations	20%
Problem-Solution Tasks	10%
Synthesis Project	35%

Grades will be assigned using the following scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73

Under certain circumstances, and with the permission of the instructor, you may receive a grade of "Incomplete." With this option, you are obligated to complete the course requirements within one month following the last normal examination date of the semester in which the grade is received. See the Graduate Bulletin for further explanation. Failure to complete the work in the given time frame will result in a grade of "F."

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact Lisa Meeks (Director) in Services for Students with Disabilities at 216-397-4263 or visit the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

Attendance and Due Dates

Full participation in online work and face-to-face meetings is required for satisfactory completion of the course. Full participation means 100% attendance during the allotted time for each face-to-face session, completion of all assignments in accordance with the schedule and the guidelines, and fulfilling responsibilities as a group member for collaborative assignments. Ten percent will be deducted for each day an assignment is late, and no credit will be given to assignments turned in later than two days.

Representative Works Consulted

Blakemore, S.J. & Frith, U. (2005). *The learning brain: Lessons for education*. Malden, MA: Blackwell Publishing.

Bransford, J., Brown, A., & Cocking, R. (Eds). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Darling-Hammond, L., & Sykes, G. (Eds.). (1999). *Teaching as the learning profession: Handbook of policy and practice.* San Francisco: Jossey-Bass.

Dougherty Stahl, K.A., & McKenna, M.C. (Eds.). (2006). *Reading research at work: Foundations of effective practice*. New York: The Guilford Press.

Freire, P., & Macedo, D. (1987). *Reading the word and the world*. New York: Bergin and Garvey.

Gee, J. P., & Hayes, E. (2011). *Language and learning in the digital age*. (2011). New York: Routledge.

Heath, S. (1984). *Ways with words.* New York: Cambridge University Press.

McCabe, A. (1996). *Chameleon readers: Teaching children to appreciate all kinds of good stories.* New York: McGraw-Hill Publishing Company.
Raymond, J. (Ed). (1982*). Literacy as a human problem*. University, AL: University of Alabama Press.
Siegel, D.J. (1999). *The developing mind: How relationships and the brain interact to shape who we are*. New York: The Guilford Press.
Snow, C.E., Griffin, P., & Burns, M.S. (Eds). (2005). *Knowledge to support the teaching of reading*. San Francisco: Jossey-Bass.
Strauss, S.L., (2005). *The linguistics, neurology, and politics of phonics: Silent "E" speaks out*. Mahweh, NJ: Lawrence Erlbaum Associates.

Course Outline

Dates	Topics	Assignments
Week 1 June 15-21	Introductions	
Week 2 June 22-28	Historical Perspectives on Literacy	• Readings: See Canvas>Historical folder • Response Journal HIST: due June 22 • Discussion Forum HIST: June 23-27 • Exploration HIST: due June 25
Week 3 June 29-July 5	Psychological and Neuroscientific Perspectives on Literacy	• Readings: Blakemore & Frith; See Canvas>Psych/Neuro folder • Response Journal PSYCH: due June 29 • Discussion Forum PSYCH: June 30-July 4 • Exploration PSYCH: due July 2 • Problem-Solution PSYCH: background work
Week 4 June July 6-12	Socio-cultural Perspectives on Literacy	• Problem-Solution PSYCH: finish in class July 7 • Readings: Gee & Hayes; See Canvas>Socio-cultural folder • Response Journal SOCIO: due July 6 • Discussion Forum SOCIO: July 7-11 • Exploration SOCIO: due July 9 • Problem-Solution SOCIO: background work
Week 5 July 13-18	Political Perspectives on Literacy	• Problem-Solution SOCIO: finish in class July 13 • Readings: See Canvas>Political folder • Response Journal POL: due July 13 • Discussion Forum POL: July 14-18 • Exploration POL: due July 16 • Synthesis Project: due July 18

Alignment of Desired Outcomes, International Reading Association Standards, Ohio Standards for the Teaching Profession, and Course Learning Activities

Desired Outcomes	IRA Standards, 2010	Ohio Standards-Accomplished Level	Learning Activities
Contexts **I.1.** Understands the contexts and controversies of professional practices. **I.2** Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals. **I.4** Engages in systematic inquiry.	Foundational Knowledge 1.1 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components Diversity 4.1Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	**1: Students [1.1; 1.4]** Teachers understand student learning and development, and respect the diversity of the students they teach.	Readings Response Journal Synthesis Project
Learner Development II-5. Seeks out opportunities for professional development and growth. II-7. Assists and supports fellow professionals.	Professional Learning and Leadership 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behavior	**7: Professional Responsibility and Growth [7.1; 7.2; 7.3; 7.4]** Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	Discussion Forum
Practice III-8. Demonstrates knowledge of content and pedagogy. III-9. Demonstrates knowledge of clients/students. III-10. Demonstrates knowledge of resources. III-13. Uses knowledge of communication techniques to foster collaboration and supportive interactions.	Foundational Knowledge 1.2 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing processes and components **1.3** Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement	**2: Content [2.1; 2.3]** Teachers know and understand the content area for which they have instructional responsibility. **4: Instruction [4.3; 4.6; 4.7]** Teachers plan and deliver effective instruction that advances the learning of each individual student.	Independent Exploration Synthesis Project
Person IV-14. Takes initiative in assuming leadership roles. IV-17. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues.	**Professional Learning and Leadership** 6.4 Understand and influence local, state, and national policy decisions.	**6: Collaboration and Communication [6.1; 6.3; 6.4]** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.	Discussion Forum

http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=126 0&ContentID=8561&Content=103617 [click on Ohio Standards for the Teaching Profession]

Program Conceptual Framework

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal.* The conceptual framework that grounds and guides the department's professional education programs is illustrated in Figure 1.
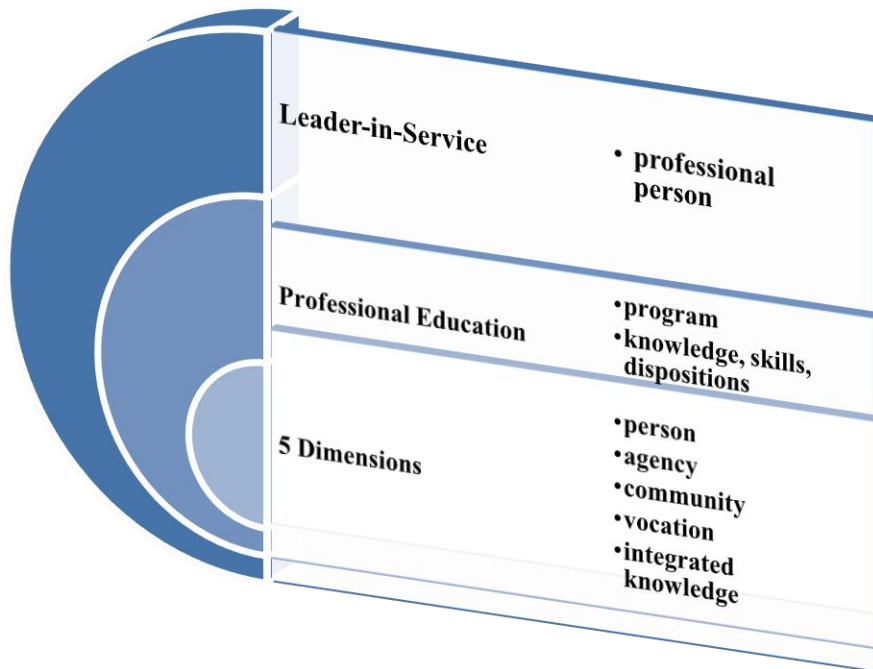

Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the "satisfying power to take meaningful action and to see the results of our decisions and choices". Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126)*.* New York: Free Press.

Table 2. Program Domains and Desired Results in Advanced Professional Education Programs

Domain	Desired Results
I. Contexts	I-1. Understands the contexts and controversies of professional practices.
	I-2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals.
	I-3. Contributes to the school, district, and the broader professional community.
	I-4. Engages in systematic inquiry.
II. Learner Development	II-5. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards
	II-6. Demonstrates knowledge of clients/students.
III. Practice	III-8. Demonstrates knowledge of content and pedagogy.
	III-9. Demonstrates knowledge of clients/students.
	III-10. Demonstrates knowledge of resources.
	III-11. Designs coherent, evidence-based interventions.
	III-12. Establishes favorable conditions for instruction and intervention.
	III-13. Uses knowledge of communication techniques to foster collaboration and supportive interactions.
IV. Person	IV-14. Takes initiative in assuming leadership roles.
	IV-15. Initiates activities that contribute to the profession.
	IV-16. Assumes responsibility in data based decision-making and helps to ensure that decisions are based on the highest professional standards.
	IV-17. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues.