READ 7262 – Trends in Critical Literacy: Differentiating Language and Literacy Instruction

Semester Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours By appointment

Telephone Direct Line: ___:____.____; Department Line: 678.839.6554

Email

Fax 678.839.6099

Online Support CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Seminar in the areas of current and historical issues confronting the literacy professional.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (IRA and ISTE/NETS) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advance preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The course features interactive technology and is online. It includes assessment and instruction of the National Reading Panel Dimensions (phonemic awareness, phonics, vocabulary, fluency, and comprehension).

COURSE OBJECTIVES

Students will:

1. demonstrate a "big picture" understanding of the history of critical literacy theory and how it impacts literacy instruction
   (Adams, 1990; Anderson et al., 1985; Chall, 1967; Flesch, 1955, 1981; International Reading Association, 2010; National Reading Panel, 2000; Robinson et al., 2012; Smith, 2002)
   (Conceptual Framework Descriptors: Knowledgeable, Lifelong Learners, Decision Makers, Culturally Sensitive)
   (Standards: IRA 1, 2, 3, 4, 5; ISTE/NETS 1, 4)

2. demonstrate an understanding of the past and current trends and issues that influence literacy education in the digital age
   (Adams, 1990; Farstrup & Samuels, 2002; International Reading Association, 2010 National Reading Panel, 2000; Robinson et al., 2004; Sheffield, 2007; Roberts & Coffey, 2013; Robinson et al., 2012; Smith, 2002)
   (Conceptual Framework Descriptors: Knowledgeable, Lifelong Learners, Reflective, Adaptive, Culturally Sensitive)
   (Standards: IRA 1, 2, 3; ISTE/NETS 1, 2, 3)
3. demonstrate knowledge about cultural implications of current critical literacy theory and language and literacy trends represented by professional organizations (IRA, ISTE, NCTE) which will influence future literacy instruction
   (Farstrup & Samuels, 2002; International Reading Association, 2010; Robinson et al., 2012; Sheffield, 2007).
   (Conceptual Framework Descriptors: Adaptive, Proactive, Decisive, Collaborative, Reflective, Inquisitive)
   (Standards: IRA 1, 2, 3, 4, 5; ISTE/NETS 1, 2, 3, 4, 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES


Required Instructional Resource: Tk20 Subscription
   These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
   If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
   For assistance, email tk20@westga.edu.

TK20 assignment for this course is the critical literacy project.

References:
Assignments, Evaluation Procedures, and Grading

Assignments
1. Critiques: Read three articles from professional literacy journals (one from *The Reading Teacher*, *Journal of Adolescent and Adult Literacy* or *Language Arts*, one from *Reading Research Quarterly*, and one from *Literacy Research and Instruction* (formerly titled: *Reading Research and Instruction Journal*) or the *Journal of Literacy Research*, prepare a two-page critique for each article and post to the discussion board on CourseDen. (Course Objectives 1, 2, 3) (Assessment: Rubric)
2. Post a reply to three article responses. Your response should be a reaction to the critique and may include the following elements:
   • Connections to current or past trends in Literacy Education
   • How does the information impact your teaching in the digital age?
   • How does the information impact Language and Literacy Education?
   (Course Objectives 1, 2, 3)
   (Assessment: article responses)

3. Selected book review: Select a seminal or classic work with approval of instructor. Prepare a review to be presented to the class. Guidelines will be shared.
   (Course Objectives 1, 2)
   (Assessment: Book Review)

4. Chapter Reflections:
   (Course Objective 2)
   (Assessment: Reflections)

5. Final literacy project presentation:
   (Course Objectives 2, 3)
   (Assessment: rubric).

**Evaluation Procedures**

Online attendance and participation ............................................ 95 pts.
Three article reviews (50 pts. per article) .................................. 150 pts.
Book Review & Presentation ...................................................... 250 pts.
Chapter Reflections (9 @ 45 pts. per reflection) ......................... 405 pts.
Final project presentation ......................................................... 100 pts.

**Grading**

A = 900-1000,    B = 800-899,    C = 700-799,    F = below 700

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

**Attendance:** Attendance is expected at all class meetings. Excessive absences and/or late arrivals/early departures could result in a grade reduction.
Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Opportunities for extra credit will not be provided for this class. Work completed for another course is not acceptable for this class.

Late Work: All assignments are due on the specified date. Late assignments will not be accepted by e-mail or hard copy without instructor’s approval and may require documentation of a personal or professional emergency. Re-submission of assignments for improved grades will not be considered unless specifically determined to be appropriate by the instructor.

Professional Conduct:
- Participating and interacting in class activities;
- Collaborating and working equitably with colleagues on projects;
- Attending class regularly;
- Turning in assignments on time;
- Arriving and leaving class punctually. This includes returning from breaks;
- Treating colleagues and the instructor with respect both in and out of class. This includes respecting those who are presenting or speaking by not engaging in other activities; and
- Eliminating interruptions including cell phones, pagers, and food/beverage consumption.

Professionalism also includes appropriate audience behaviors during lectures and presentations. When someone is speaking to the class or making a presentation, professionals do not engage in conversations or other distracting behaviors that detract from the audiences’ attention to the speaker.

A lack of professionalism will result in grade reduction.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

CLASS OUTLINE

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