A. **Course Title**: SPC 315: Foundations of Literacy for Diverse Learners  
(3 Credits)

B. **Course Description**: Provides teacher candidates with a comprehensive foundation to link literacy to learning for all students, using research and learner characteristics as the bases to present major theories and practices. The interrelatedness of print and non-print mediums, receptive and expressive language, and the intrinsic and extrinsic values of literacy are explored. Focusing on the NJ CCCS Language Arts Literacy Standards, teacher candidates develop skills to plan, assess, and provide instruction in listening, speaking, reading, viewing and writing for all learners. Study of formal assessment procedures provides a foundation to use informal assessments to assist candidates to identify materials and techniques to plan integrated instruction that accords with learners’ needs. Special attention is given to integrating classroom materials that reflect a multicultural focus. Technologies are identified to assist learners with special learning challenges to maintain access to the general education curriculum in order to develop literacy skills. A co-requisite 20-hour site-based field experience is required.

C. **Prerequisites and Restrictions**:
   - Completion of at least 63 credits of coursework in general education and academic major
   - Completion of PSY 110, PSY 210, SOC 101, SPC 255
   - Grade of C- or better in SPC 255, Foundations of Education in Diverse Society
   - Acceptance to the Dual Certification Program
   - GPA of 2.75

D. **Course Objectives**: Teacher Candidates will . . .
   1. Recognize the importance of mastering literacy skills as a basis for social adaptation, with an emphasis on relating literacy to life adjustment
   2. Demonstrate understanding of relationships speaking, listening, reading, writing and viewing
   3. Demonstrate responsiveness to multicultural differences – in cultures, abilities, and/or language – that may affect learners’ abilities to master literacy skills
   4. Describe relationships between students’ learning, behavioral/social and cultural characteristics and early learning experiences that contribute to mastery of emergent literacy skills
   5. Identify characteristics of learners with special needs that require adaptations to instruction
   6. Identify and apply informal reading and language arts assessment strategies, using a variety of commercial, criterion-referenced, teacher-made materials, and authentic assessments, and interpret results
   7. Identify and apply procedures to capitalize on emergent readiness and word ID/recognition procedures [e.g., sight vocabulary, phonemic awareness, phonics, structural analysis], as foundations to develop literacy skills in diverse learners
   8. Using the NJ CCCS Language Arts Literacy Standards, apply developmental approaches to instruct learners to read and comprehend for a variety of purposes, and to create products using literacy skills that build upon
recognition/identification and comprehension skills for K-5 students with diverse learning styles and needs

9. Construct relevant units and lesson plans, integrating use of instructional and assistive technologies, to facilitate instruction that reflect connections between language arts as elements of literacy development for diverse learners

10. Differentiate literacy skills applications needed at different grade levels, in different academic situations and for different purposes

11. Exhibit the capacity to consult with peer colleagues to plan for collaborative teaching, serial teaching and in-class support

12. Demonstrate sensitivity and capacity to consult with parents [of students from diverse cultural, racial/ethnic, socio-economic, ability levels] on issues related to their children’s literacy skills and needs

13. Implement required assignments in a school setting with a student from a multicultural background

E. **Teacher Candidate Learning Outcomes:** Teacher Candidates will:

1. Demonstrate understanding of the reciprocal nature of print/non-print and oral/written language and their theoretical underpinnings, and how they relate to developing literacy skills

2. Develop a detailed working knowledge of NJ CCCS Language Arts Literacy Standards and their application in the K-5 classroom, and research-based “best practices” instructional strategies and correlate strategies and standards

3. Identify or develop, review, analyze and implement an array of informal literacy skills assessments [e.g., word recognition/ID, miscue analysis, anecdotal reports, teacher made tests, etc.] for a variety of purposes

4. Identify and review reading programs currently employed in K-5 classrooms, and programs for learners with special needs

5. Plan and implement three integrated lesson plans, including informal assessments and instructional accommodations, that focus on NJ Core Curriculum Content Standards for K-5 learners with diverse learning needs, in a classroom setting

### STANDARDS ALIGNMENT

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F. **Course Content:**

1. Social, cultural and economic implications of literacy skill mastery
2. Developmental characteristics of literacy skills in children K - 5
3. Student characteristics that impede literacy development
4. NJ Core Curriculum Content Standards related to literacy development
5. Students’ learning, behavioral/social and cultural characteristics and early learning experiences that contribute to mastery of emergent literacy skills
6. Student characteristics and implications for selecting appropriate teaching strategies
7. Informal assessment of the full range of literacy skills in children K-5
8. Instructional intervention delivery models: General education classroom, in-class
support, BSI, special education replacement instruction

9. Specialized language development techniques for emergent skill development in children K - 5, including adaptive strategies and materials for beginning readers and those with special learning needs

10. Word ID/recognition approaches: Sight vocabulary and language experience, phonemic awareness, phonics and structural analysis

11. Comprehension strategies, materials, techniques and technologies, including adaptive strategies for reading/literacy skill development in the content areas

12. Applications of technology to students' mastery of emergent literacy skills

13. Lesson planning and implementation

14. Current materials and instructional strategies that maintain interest and capitalize on the strengths of all learners

15. Technologies to assist learners with special learning challenges to maintain access to the general education curriculum

16. Application of course-related content through a 20-hour supervised field experience

G. Teaching/Learning Methods:
- Text/Supplemental readings
- Lecture and discussion
- BlackBoard [Bb] technology to augment lectures
- Cooperative learning groups
- Video vignettes/Case studies
- Experiential learning


1. Teacher Candidate Learning Outcome: Demonstrate understanding of the reciprocal nature of print/non-print and oral/written language, and viewing, and their theoretical underpinnings, and how they relate to developing literacy skills by preparing an autobiographical paper reflecting their personal literacy development and its implications for teaching, as measured by Rubric #1, attached.

2. Teacher Candidate Learning Outcome: Develop a detailed working knowledge of NJ CCCS Language Arts Literacy Standards and their application in the K-5 classroom, and research-based “best practices” instructional strategies and correlate strategies and standards as assessed by collaborative group presentation project to analyze and elaborate on a specific literacy standard and its cumulative progress indicators in relation to relevant instructional methods and adaptations for learners with special needs, as measured by Rubric 2, attached.

3 & 5: Teacher Candidate Learning Outcome: Plan three integrated literacy lesson plans, including informal assessments and instructional accommodations using content drawn from the NJ Core Curriculum Content Standards and identify, analyze and implement an array of informal literacy skills assessments to determine starting point for instruction, and devise a teacher-made test to assess student learning, as measured by Rubric #3-5, attached.

4: Teacher Candidate Learning Outcome: Identify and review reading programs currently employed in K-5 classrooms and programs for learners with special needs, using classroom presentation and debate, and a resulting paper, as measured by Rubric #4, attached.

5: Teacher Candidate Learning Outcome: Quizzes and examinations, attendance and participation [as ongoing assessments of TC learning, dispositions, and professionalism]

I. Recommended Text/Readings: To be determined

J. Preparer’s Name: Marjorie T. Goldstein, Ph.D.
K. **Department Approval Date**: PENDING (12/15/04)

L. **Current Revision**: N/A

M. **Current Department Approval Date**: N/A

N. **Selected Bibliography**: [In process]

LITERACY

Book Title: Creating literacy instruction for all children
Authors: Gunning, Thomas G.; Gunning, Thomas G.
Source: 2000, 592, Allyn and Bacon, Boston, 3rd

TI: The Development of Reading Impairment: A Cognitive Neuroscience Model
AU: McCandliss, BD; Noble, KG
JN: Mental Retardation and Developmental Disabilities Research Reviews
PD: 2003
VO: 9, NO: 3, PG: 196-204