1. Course Number and Title: ELRL 6010 Theoretical Foundations of Literacy (3 credits)

2. Course Description: This course provides a historical perspective on theory and practice in the teaching of reading as well as a survey of current research, theory and practice related to reading acquisition and reading processes from the perspective of developmental and cognitive psychology, social constructivism, and linguistic and cultural influences.

3. Pre- or Co-Requisites: NONE

4. Course Objectives:

Candidates will know and understand:
1. How theories of learning are related to theories of reading.
2. Current competing models/theories of the reading acquisition.
3. The relationships between and among linguistics and cognitive bases of reading.
4. Factors that impact the ability to learn to read.
5. Current pedagogical practices of literacy instruction.
6. Historically significant research in the teaching of reading in the United States.

5. Student Learning Outcomes:

Candidates will be able to:
1. Demonstrate their understanding of historically significant research and current theories and models of the reading acquisition process through reading, research, discussion, peer critique and journal responses.
2. Demonstrate their understanding of historical antecedents to contemporary reading methods and materials by preparing a research paper that articulates how their teaching practices relate to reading research.
3. Demonstrate their understanding of cognitive, linguistic, social, and developmental foundations of reading and writing processes by preparing a group presentation which demonstrates and explains how these theories are related to best practices in literacy instruction.
4. Demonstrate the ongoing pursuit of professional development by joining a professional organization (e.g. International Reading Association) and attending or participating in professional conferences.
5. Display positive dispositions related to reading and the teaching of reading by sharing professional readings; contribution to class discussions; engaging in reflection on practices by keeping a reflective journal.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>IRA Standards</th>
<th>COE Advanced Programs Outcomes</th>
<th>NJ Professional Standards for Teachers and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Journal</td>
<td>1.1, 1.2, 1.3</td>
<td>1.b</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Research Paper</td>
<td>1.1</td>
<td>1.c, 4.a</td>
<td>1, 4</td>
</tr>
<tr>
<td>3. Group Presentation</td>
<td>1.2, 1.3</td>
<td>1.c</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>4. Professional Development</td>
<td>6.3, 6.4</td>
<td>5.j, 5.k</td>
<td>10</td>
</tr>
<tr>
<td>5. Participation</td>
<td>6.2</td>
<td>5.a, 5.b</td>
<td>9</td>
</tr>
</tbody>
</table>

6. **Course Content:**

1. Historical framework for understanding the state of the art in reading education in the United States; discussion of IRA Standards and NJCCCS.
2. Learning theories that explain how children acquire language and learn to read and write with an emphasis on: a) cognitive psychology b) social constructivism c) culture and community d) developmental principles.
3. Models of Reading/Literacy – analyze both traditional and progressive approaches that go beyond phonics vs. whole language and comprehension model vs. skills model.
5. Developmental stages in reading/literacy acquisition. Differences in development: neurological; psychological/cognitive; linguistic; social; affective (emotional); specific reading disability (developmental and acquired dyslexia).
7. Strategic Learning – letter/sound processing and self-discovery of letter-sound relations (phonemic/phonological awareness); word level processing (syntax & semantics); meaning level processing (metacognition; schema theory), the use of text structures for comprehension, and the effects of contrasting teaching approaches.
8. Technology and Learning to Read – assistive technology; interactive software; telecommunications and reading; etc.
9. Reading Programs literature-based basal programs; scripted programs such as: Success For All; Programs for targeted populations: Orton-Gillingham; Wilson Reading; Reading Recovery.

7. **Teaching/Learning Methods:**

1. Lecture and class discussions
2. Reflections
3. Small group activities
4. Video clips & Internet resources
5. Presentations

8. **Evaluation Methods:**

1. **Participation:** Participation in class discussions and interaction with your peers are integral components of this course and require that you come to class prepared by completing all scheduled readings and journal assignments. (SLO #5)
2. **Response Journal:** Each week you will be required to submit a one-page typed response to the assigned readings. Your responses may include a reaction or reflection on the reading as they pertain to literacy acquisition or instruction. Your responses are intended to act as a springboard for classroom discussion, therefore select one issue to discuss and note the text cited and page number of your reference. (SLO #1)
3. **Research Paper:** Candidates will prepare a 8-12 page research paper on a topic of particular interest related to new information presented this semester. Discuss your current reading program as it relates to historically significant research and current reading research. Use appropriate organization and APA style. Incorporate reading from class and an additional 3-5 related references. Candidates will share their papers in the class in small groups where each will discuss/explain their understandings. (SLO #2)
4. **Group Presentation:** Candidates will demonstrate the knowledge of the role of language development, cultural, and linguistic diversity as related to reading acquisition through a group presentation. Groups will demonstrate practical instructional applications that reflect their understandings focusing on one of the dimensions of literacy: cognitive, social, linguistic, or developmental. Group presentations will follow a workshop format where students will discuss and demonstrate instructional practices suggested by the selected learning theory. Include in the above presentation the ways in which you will differentiate instruction to meet the needs of diverse learners, and present instructional methods to integrate technology in the classroom (web sites, instructional software, electronic texts, etc.). The presentation will utilize a technological format. (SLO #3)
5. **Professional Development:** Candidates are required to become members of the International Reading Association (IRA) and attend at least one professional conference during the semester. (SLO #4)
6. **Midterm:** Midterm examination will consist of essay questions that require demonstration of knowledge and beliefs about reading including theoretical understanding and knowledge base. (SLO #1)

9. **Recommended Textbook/Readings:**


10. **Preparer's Name and Date:** D. Feola and G. Mongillo, 2003

11. **Original Department Approval Date:** October 29, 2003
Bibliography:


ELRL 6010 Theoretical Foundations of Literacy  
Assessment Rubric for Response Journals

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target (above the standard)</th>
<th>Acceptable (at the standard)</th>
<th>Unacceptable (below the standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses/responds to readings, class discussions and classroom/learner observations</td>
<td>Discusses and responds to assigned readings, class discussions and classroom/learner observations and goes beyond the required readings to include other relevant sources of information</td>
<td>Discusses and responds to assigned readings, class discussions and classroom/learner observations</td>
<td>Does not respond to class discussions, assigned readings or classroom/learner observations</td>
</tr>
<tr>
<td>Is reflective about topics, dispositions, and student learning</td>
<td>Is reflective about topics, dispositions, and student learning and poses questions for further reflection</td>
<td>Is reflective about topics, dispositions, and student learning and poses questions for further reflection</td>
<td>Does not reflect on topic/dispositions/student learning</td>
</tr>
<tr>
<td>Is reflective about own teaching/learning practice</td>
<td>Reflects on own teaching/learning practice and poses questions for further self-reflection</td>
<td>Is reflective about own teaching/learning practice</td>
<td>Is not reflective about own teaching/learning practice</td>
</tr>
<tr>
<td>Submit/shares on a regular basis</td>
<td>Always submits or shares and engages other students in a constructive dialogue about entries.</td>
<td>Submit and shares on a regularly</td>
<td>Does not submit or share with any regularity</td>
</tr>
<tr>
<td>Submits/shares using standard English</td>
<td>No errors in standard written English</td>
<td>Very few, if any, errors in standard written English</td>
<td>Many errors in standard written English</td>
</tr>
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</table>

Unacceptable= revise and resubmit the assignment
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target (above the standard)</th>
<th>Acceptable (at the standard)</th>
<th>Unacceptable (below the standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of language development, cultural and linguistic diversity as they relate to reading acquisition</td>
<td>Knows, understands and can articulate the relationships between language development, cultural and linguistic diversity, and reading acquisition in an exemplary manner</td>
<td>Knows, understands and can articulate the relationships between language development, cultural and linguistic diversity, and reading acquisition</td>
<td>Is unable to articulate the relationships between language development, cultural and linguistic diversity, and reading acquisition</td>
</tr>
<tr>
<td>Demonstrates practical instructional applications that reflect the dimensions of literacy: cognitive, social, linguistic, developmental</td>
<td>Practical instructional applications are appropriate and engaging, and creative</td>
<td>Practical instructional applications are appropriate and engaging</td>
<td>Practical instructional applications are not appropriate or engaging</td>
</tr>
<tr>
<td>Follows workshop format/interactive</td>
<td>Workshop format is clear, concise, and interactive, and engaging</td>
<td>Workshop format is clear, concise, and interactive</td>
<td>Workshop format is unclear, scattered and not interactive</td>
</tr>
<tr>
<td>Differentiates instruction for diverse learners</td>
<td>Differentiates throughout instructional applications in a creative way</td>
<td>Differentiates throughout instructional applications</td>
<td>Does not differentiate instruction</td>
</tr>
<tr>
<td>Integrates technology</td>
<td>Integrates technology throughout instructional applications in a creative way</td>
<td>Integrates technology throughout instructional applications</td>
<td>Does not integrate technology</td>
</tr>
<tr>
<td>Collaboration</td>
<td>All members equally contribute and effectively collaborate</td>
<td>All members contribute and moderately collaborate</td>
<td>Unequal contribution and no evidence of collaboration</td>
</tr>
</tbody>
</table>