EDU 5134  
Foundations of Reading  
Fall 2015  

| Meeting Time | This course is an online course with a combination of synchronous and asynchronous meeting expectations. The following dates and times are for synchronous meetings.  
August 24 4:00-6:30  
August 31 4:30-7:00  
September 14 4:30-7:00  
September 28 4:30-7:00  
October 12 4:30-7:00  
October 26 4:30-7:00  
November 9 4:30-7:00  
November 23 4:30-7:00  
December 7 4:30-7:00  
December 14 4:30-7:00 |
| Credit | 3 |
| Instructor | Name: Dr. Leslie M. Cavendish  
Office: SOE 233  
Telephone: 336-841-9375  
Email: lcavendi@highpoint.edu  
Office Hours: By appointment: phone, Lync or my office |
| Course Description | This graduate course will identify and examine the social, cognitive and linguistic foundations of literacy development. Demonstrations of varied instructional and management strategies to develop print rich and effective classroom environments will be examined. Instructional techniques to teach and support children’s efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems and the understanding of story will be explored. Focus is on critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially proficient students. |
### Conceptual Framework

**The Reflective Decision Maker: Problem-Solver, Mentor, and Leader:** The graduate programs in education emphasize the knowledge and skills master educators will need to operate in an increasingly challenging, fast-paced, demanding and ever-changing environment. The programs embrace a vision that is focused on improving student learning outcomes in the schools. Master teachers who support and improve educational opportunities for all children and youth in our nation’s schools will be tomorrow’s most effective mentors, leaders and problem-solvers.

### Text and Required Readings

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher/Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keene, E.O.</td>
<td><em>Talk about understanding: Rethinking classroom talk to enhance comprehension</em></td>
<td>Portsmouth, NH: Heinemann Publishers.</td>
</tr>
<tr>
<td>Smith, F.</td>
<td><em>Reading without nonsense</em></td>
<td>New York: Teachers College Press.</td>
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</tbody>
</table>

**Professional Readings and Resources**

<table>
<thead>
<tr>
<th>Pre-Requisite</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>Co-Requisite</td>
<td>None</td>
</tr>
</tbody>
</table>

**Standards**

The course objectives are aligned to the NC DPI Standards for Reading Teachers and Graduate Programs

**Reading Teacher:**

**Standard 1:** Teachers have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking and writing.

**Standard 2:** Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional and moral development influences learning and address these factors when making instructional decisions.
Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Standard 5: Teachers view professional development as a career-long effort and responsibility.

Standard 6: Teachers of diverse learners are reflective practitioners who are committed to educational equity.

Graduate:
Standard 1: Instructional Expertise: The candidate demonstrates instructional expertise by applying theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

Standard 2: Knowledge of Learners: The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Standard 3: Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.

Standard 4: Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and education.

Standard 5: Professional development and Leadership: The candidate continue in continued professional development and provides leadership at the classroom, school and community levels within the profession.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>By the end of the course, students should be able to:</th>
<th>Method by which the Learning Outcome will be assessed:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate knowledge of language and literacy development in children birth through age eight</td>
<td>Weekly Responses, Mid Term Exam</td>
</tr>
<tr>
<td></td>
<td>Compare theoretical models of reading instruction. State the implications of a transactional model for reading materials and instructional strategies</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>Out of Class Work</td>
<td>In addition to attending class and completing all course requirements, students are expected to spend at least 2 hours each week engaged in out-of-class work (i.e., reading, studying, doing homework, working on projects, etc.) for every hour of credit earned in this course.</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Disabilities</td>
<td>Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Student’s need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.</td>
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</tbody>
</table>

### Class Schedule

**Dates and Assignments are Subject to Change**

**Students will be notified of any changes via email and Edmodo.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>08/24/2015</td>
<td>Overview of the Course—Readings, Schedule &amp; Online Orientation/Expectations *Comprehensive Literacy Workshop Model (an</td>
<td>Resource: Harste &amp; Burke (1977)</td>
</tr>
</tbody>
</table>
| 08/31/2015 Synchronous | Theoretical Models of Literacy Learning: Behavioral, Cognitive and Transactional 
Sociocultural Framework for Literacy Development 
Vygotsky: Role of Speech in Learning 
Diversity and Literacy: Role of cultural framework in learning 
Conditions of Learning (Cambourne) 
Comprehensive Literacy Workshop Model: An Overview 
Emergent Literacy Theory vs. Readiness Developmental Moments in Early Literacy Development | Written Response 
Harste, Woodward & Burke (1984) 
Smagorinsky (2013) 
Cordova & Mattheisen (2010) 
Whitmore & Goodman (1996) |
|------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------|
| Overview) 
*Proficient Reader Research 
*Theoretical Orientation to Reading 
*Significance of Teacher’s Definition of Reading | Discuss the following course assignments: 
*Weekly Responses 
*Discussion Leader 
*Developing Literacy Expertise (PLC Groups) | |
| Written Response 
Harste, Woodward & Burke (1984) 
Smagorinsky (2013) 
Cordova & Mattheisen (2010) 
Whitmore & Goodman (1996) | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>09/07/2015</td>
<td>Labor Day (no class)</td>
<td>View: Miller’s Happy Reading! Enjoy!</td>
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<tr>
<td>09/14/2015</td>
<td><strong>Synchronous</strong>&lt;br&gt;Reading and the Brain&lt;br&gt;Visual and NonVisual Information for reading and reading instruction&lt;br&gt;Tunnel vision in reading&lt;br&gt;Reading from Behind the Eyes&lt;br&gt;Problems and Possibilities of Memory&lt;br&gt;Constructing with cueing systems&lt;br&gt;Phonics: The role and limitations of Phonics within reading&lt;br&gt;Early Readers: Shared Book Experience&lt;br&gt;Use of Language in Read Alouds&lt;br&gt;Use of Talk to construct meaning in Read Alouds&lt;br&gt;-Sharing PLC eLearning Community Topics&lt;br&gt;(We will also discuss the Debbie Miller Reading Workshop video)</td>
<td>Written Response&lt;br&gt;Smith: Chapters 1, 2, 3 &amp; 4; Holdaway (1982) Beck and McKeown (2001)</td>
<td>PLC Groups: Come to class with topics</td>
</tr>
<tr>
<td>09/21/2015</td>
<td><strong>Asynchronous</strong>&lt;br&gt;View on HPU Kanopy Streaming Services through HPU Library Services:&lt;br&gt;Strategy Instruction in Action Program 1: Creating a Culture of Thinking&lt;br&gt;Program 2: Modeling Questioning in a Reader’s Workshop</td>
<td>Written Response&lt;br&gt;Keene: Introduction, Chapters 1 &amp; 2&lt;br&gt;Smith Chapter 5 Meaning&lt;br&gt;Cunningham &amp; Stanovich (2001)</td>
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<tr>
<td>Topics:</td>
<td>Written Response</td>
<td>09/28/2015 Synchronous*</td>
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<tr>
<td>- Environment supporting thinking</td>
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<td>Using the whole to teach the part:</td>
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<tr>
<td>- Explicit Strategy Instruction</td>
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<td>Teaching phonics from a meaning perspective</td>
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<tr>
<td>- Keeping Track of Teaching and Learning</td>
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<td>Decoding: Recoding and Encoding</td>
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<tr>
<td>- Modeling Questioning and Thinking Aloud</td>
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<td>Understanding the historical perspective</td>
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<tr>
<td>- Guided Practice Through Shared Reading and Conferring</td>
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<td>Proficient Reader Research:</td>
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<tr>
<td>- Sharing and Authentic Responses</td>
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<td>Understanding and defining comprehension strategies</td>
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<tr>
<td>- Comprehension Strategies</td>
<td></td>
<td>Aspects of language: Physical and Meaning</td>
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<tr>
<td>- Outcomes vs. Objectives</td>
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<td>Theory of our World: Predicting based on Schema</td>
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<tr>
<td>- Cognitive outcomes for Narrative Texts</td>
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<td>Learning to read vs Reading to learn? Either, or both?</td>
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<tr>
<td>- What Reading Does for the Mind: Cognitive consequences of reading</td>
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<td>Letters, words, sentences and meaning: transparency in reading</td>
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<td>(We will also discuss topics from 9/21/2015)</td>
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<table>
<thead>
<tr>
<th>10/05/2015 Asynchronous</th>
<th>Written Response</th>
<th>View on HPU Kanopy Streaming Services through HPU Library Services:</th>
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<tbody>
<tr>
<td></td>
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<td>Strategy Instruction in Action Program 3: Reading and Understanding Non-Fiction</td>
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<td></td>
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<td>Keene: ALL Video Segments for</td>
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<tr>
<td></td>
<td></td>
<td>Keene: Chapter 3 &amp; 4</td>
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</tbody>
</table>
### Chapter 3
**Topics:**
- Modeling Thinking and Reading with non-fiction texts
- Guided practice with thinking in small groups and pairs
- Written responses to reflect thinking in non-fiction texts
- Integrating strategy instruction for narrative outcomes
- Outcomes of understanding in informational texts

### 10/12/2015 Synchronous
**MidTerm Exam**

### 10/19/2015
**HPU FALL BREAK**

### 10/26/2015 Synchronous*
**Families, Literacies and Schools: Valuing students’ Funds of Knowledge**
- Matching readers to texts: Myth of Leveling
  - Progress in Levels vs Proficiency
  - Oversimplification of leveling
  - Readers rights
- Understanding reading range
- Development of early and ELL readers
- Joining the Literacy Club: Becoming a reader and having a reader identity

### 11/02/2015 Asynchronous
**View on HPU Kanopy Streaming Services through HPU Library Services:**
- Strategy Instruction in Action Program 4: Using Strategies to Enhance Book Club Discussions
- View Keene Videos accompanying Chapter 5

### 11/09/2015 Synchronous*
**PLC Groups meet with Dr. Cavendish to Discuss Progress**

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**Written Response**
Smith Chapter 9, 10 & 11
Compton-Lilly (2015)
Glasswell & Ford (2011)

**Written Response**
Keene: Chapter 5 & 6
Arya (2005)

**Written Response**
Smith 12 & 13
Compton-Lilly (2009)
Maniates & Mahiri (2011)
### Requirements

Students are expected to:

1) **Weekly Response**

Each week (see schedule) you will write a short piece (400-500 words) based on the readings/viewings for that week. These responses will become the basis of our weekly discussions. Your purpose is not to summarize but instead to question, react, make connections, critique, etc. The audience for these writings will be your classmates and myself. I'll ask that you post them on Blackboard Discussion Board no later than by **Sunday 6PM** so that everyone will have a chance to read the responses and make notes before we meet. Think of these pieces as something beyond first draft journal-type entries but not completely polished pieces. My hope is that over time this writing will help you identify some recurring issues and themes. Please note: you may skip two postings over the course of the semester; in addition, during the week when you lead the discussion, you do not need to post. In both cases you should still read peer postings.

Additionally the content of this course is heavily dependent on discussion. You need to complete the reading/viewing prior to class and be prepared to participate. If you feel the class dynamics are not giving you a structure that allows you to participate as you like, please discuss it with me.
2) **Discussion Leader**
During the semester you will team with one classmate and lead the synchronous discussion for the first hour of the class. To prepare for this, the two of you should meet (online or in person) and thoroughly discuss the readings and come to a confident sense about the context and content of the texts. You can then plan on how you will lead the discussion. At the most basic level you need to prepare a typed, more in-depth version of your weekly posting as either background or a guideline to your presentation. Please take care to help us engage in careful discussion of the texts (written, visual etc.) themselves. Of course, you are welcome to include ideas from other authors or courses, additional research you've done, discussions of classroom experiences and/or materials from other media (audio, video etc.) that might add to your thinking is especially encouraged.

We will not pursue theory divorced from practice and material conditions but at the same time "real world" or applied discussions should not be undertaken as avoidance of engaging in difficult content. This is an opportunity to imagine yourself in the present and future (professional) role of leading a literacy content focused discussion. Please make all materials you use as resources for classmates on our course blackboard site.

3) **Developing Literacy Expertise: Professional eLearning Community**
During your professional career you have likely come across a topic, concept, or literacy instructional idea that you wished to investigate. Because of other responsibilities, you have not been able to pursue that interest. You will work with one or two peers to conduct research on a topic of your choice. This peer should be different than your Discussion Leader partner. Your task will be to synthesize and organize your findings into a cohesive, meaningful, and engaging 30 minute presentation for sharing with the class in a Professional Learning Community setting. You are free to use whatever technology-based presentation mode your group deems beneficial to support peers’ understanding of the literacy research topic (e.g. Animoto, Glogster, PowerPoint, YouTube, Prezi, Movie Maker, Interactive E-Book, etc.). But you are also require to include the audience in some manner—a brief hands on activity, a demonstration, a survey, etc. to accompany the presentation to enhance engagement and learning. Provide enough materials/handouts/ etc. for each member of the class.

Finally, a 5-7 page paper (not including title page, abstract or references) that highlights key findings from the literature review. Only the instructor will receive the paper.
Keep in mind you could potentially share this presentation with parents and colleagues; therefore, do not make any “big leaps” bridging key ideas and be certain to explain any educational jargon used in the presentation. You will upload both the presentation and group paper to Blackboard by the due date.

4) **Conditions of Learning:**
The purpose of this assignment is for you to examine how your instructional setting and practices are designed to maximize student learning. You are invited to use articles to explore one of the following:
* Allington’s Exemplary Teachers
* Cambourne’s Conditions of Learning
* Gambrell’s Seven Rules of Engagement
* McLaughlin’s 10 Teaching Principles of Reading Comprehension
* Miller’s Classrooms where Reader’s Flourish

Using the researcher’s theories as a basis, you are to find evidence in how you are meeting the aspects of learning found to be most effective for student literacy learning. You will be expected to create a multimodal presentation that you will be able to use in professional setting, demonstrating your knowledge of the research as well as how you (or other professionals you know) apply the research in their teaching. The goal of this is two-fold: to examine (and hopefully improve) your own instructional practices and settings based on research as well as create a vehicle to share your professional growth with others. You will present (5-10 minutes) to your peers on the due date. Additionally, you will submit a 2-3 page reflection paper (to the instructor only) of your experience in completing this project. Consider how these instructional practices relate to the theories examined within the Reading Foundations course.

5) **Talk About Understanding: Instructional Analysis**
As a 21st Century educator, Communication and Critical Thinking are essential components to your teaching and your students’ learning. The purpose of this assignment is to invite you to apply what you have read/viewed/discussed re: the role of talk and deep comprehension of text. Using an outcomes based approach in your instruction, you are to video tape a reading lesson/discussion (small group, large group, conference) that highlights your use of language that nudges students beyond superficial reading comprehension to reading deeply. Along with the video segment you will write an instructional analysis (2-3 pages) that shares your analysis of the segment with attention to student understanding and teacher talk/prompts. Specifics regarding this assignment will be handed out separately in class.

6) **MidTerm Exam**
**Honor Code**

Every student is honor-bound to refrain from conduct which is unbecoming a High Point University student and which brings discredit to the student and/or the University. All students are expected to know and follow the University Honor Code and Uniform Conduct Code. The Codes of Conduct can be found on the High Point University website as well as in the Undergraduate and Graduate Handbooks.

**Writing Center**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to [https://highpoint.mywconline.com/](https://highpoint.mywconline.com/) to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting September 1, 2015 for the Fall 2015 semester. Writing Center tutors do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at lschweit@highpoint.edu or 336-841-9106.

**SOE Resource Center**

The School of Education Resource Center located on the lower level of the SOE Building will be open for checking out materials during the following hours:

- Monday & Wednesday 10:00-8:00 pm
- Tuesday & Thursday 10:00pm-4:00 pm
- Friday 9:00-12:00
- Saturday: TBA

See HPU website for updates on library hours.

**Grading Scale (Using the University Cutoffs defined in BlackBoard)**

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Evaluation Task**

<table>
<thead>
<tr>
<th>Evaluation Task</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Developing Literacy Expertise</td>
<td>20%</td>
</tr>
<tr>
<td>Instructional Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Conditions of Learning</td>
<td>20%</td>
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<tr>
<td>Discussion Leader</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Response (written and verbal)</td>
<td>15%</td>
</tr>
<tr>
<td>MidTerm Exam</td>
<td>15%</td>
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</tbody>
</table>

A final word on grading....
Incompletes as a grade are reserved for extraordinary extenuating circumstances such as extended hospitalization or documented illness. Incompletes are not granted simply because a student has not been able to complete the course work in the time frame of the course.