ED500
Foundations of Literacy
Prof. Addison Stone
Fall 2004 - Thursdays 4-7 Room 2232

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Course Objectives

1. Analysis of the strengths and weaknesses of alternative theoretical frameworks for conceptualizing literacy and literacy acquisition.
2. Familiarity with major milestones and processes in literacy development.
3. Evaluation of selected principles for literacy instruction.
4. Appreciation of challenges to literacy development faced by selected special populations, and of strategies for meeting those challenges.

Course Format

The course will be a combination of mini-lectures and discussion. Lectures will highlight issues cutting across the readings and/or introducing issues/research findings that supplement the readings. Discussions will focus on analysis of selected readings from theoretical, methodological, and/or practical viewpoints. Emphasis will be placed on the development of a critical appraisal of current assumptions and knowledge regarding literacy acquisition and their implications for instructional approaches.

Course Requirements

1. **Class participation (25%).** Active class participation is a core component of the course. I am expecting three broad types of participation:
   a. On-going critical analysis of assigned readings prior to associated course meeting and active participation in class discussions. Policy regarding missed classes: Attendance and active participation in class discussions is assumed and is a significant portion of the course grade. However, students do occasionally have legitimate reasons for missing a class. Whenever possible, students should inform me in advance of any anticipated absence. In order to assure that students have read and reflected on the readings for a missed class, I require that you submit to me via email no later than 3 days following a missed class a set of brief informal reflections on the required readings.
   b. Responsibility for leading the group discussion regarding one assigned reading once during the term.
   c. Each student will participate as a team member in an informal mini-debate regarding a controversial issue in literacy policy or instruction during Weeks 9 & 10..
2. **Reflective essays (30%).** Five short essays (each 2-3 pages) focused on issues raised in the assigned readings. One or two possible topics based on specific required readings will be distributed in each of weeks 2-8; students must select 5 weeks out of the 7 in which to submit essays. The possible essay topics for each week will be distributed one week in advance of the class for which the target readings are assigned. Each essay will be due on the day for which the target reading is assigned. No late essays will be accepted.

3. **Term-long project (45%).** This project will take one of two forms. Form A, for M.A. students, involves participation in a team effort to inform the class about a current topic in literacy assessment or instruction that is not covered in the syllabus. Form B, for Ph.D. students, involves the production of a critical review of the research on a given topic.
    A. Team project (MA students). Two-three person teams will research and present an overview and critique of a current topic in literacy not covered thoroughly in the course. Possible topics might include: literacy and bilingualism, literacy disabilities, workplace literacy, or a specific approach to literacy assessment or instruction. Topics must be approved in advance. In addition to the team presentation, each team member will turn in an individually written discussion (approx. 7-10 pages) linking the focus of your team project to theory and research covered in class. Half of your grade for the overall project will be based on the quality of the team presentation and your contribution to the presentation, and half will be based on your reflection paper. The paper is due on Monday, Dec. 20 at noon.
    B. Review paper (Ph.D. students). Each student will consult with Addison to identify a topic of current interest in the field of literacy research that will become the focus of a critical review paper. Students will identify all relevant work on the topic and write an analytic review of what is and isn't known about the topic. The paper (approximately 15 pages) will include proposals for where inquiry on this topic should go next and for how we should go about accomplishing the goals identified. Students will present a general overview of their findings in the form of a mini-lecture on the topic at an appropriate point during the semester. The paper is due on Monday, Dec. 20 at noon.

Course Accommodations

The University of Michigan abides by Section 504 of the Rehabilitation Act of 1973, which mandates reasonable accommodations to qualified students with disabilities. If you have a disability and may require some type of accommodation for instructional delivery or course requirements, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Services for Students with Disabilities (G-664 Haven Hall 505 South State Street. 763-3000). I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.

Course Schedule and Required Readings

UNIT I: FOUNDATIONAL ISSUES IN CONCEPTUALIZING LITERACY

In this unit, we will explore definitions of literacy and major paradigms that have been used in conceptualizing and studying literacy development, with an emphasis on metaphors used in talking about literacy, key mechanisms used to explain literacy functions, and major milestones in literacy acquisition.

Week 1 (9/9): Preliminary Issues

Overview of the course & participant responsibilities

Week 2 (9/16): Mapping the territory: What is literacy, and How does it serve us?

Pearson, P. D. & Stephens, D. (1994). Learning about literacy: A 30 year journey. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed*. (pp. 22-42). Newark, DE: International Reading Association.

Street, B. (1993). Introduction: The new literacy studies. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 1-21). London: Cambridge University Press.

Lemke, J. L. (1993, December). Multiplying meaning: Literacy in a multimedia world. Paper presented at the 43rd annual meeting of the National Reading Conference, Charleston, SC.

Olson, D. R. (2002). What writing does to the mind. In E. Amsel & J. P. Byrnes (Eds.), *Language, literacy, and cognitive development* (pp. 153-165). Mahwah, NJ: Lawrence Erlbaum.

Scribner, S., & Cole, M. (1988). Unpackaging literacy. In E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), *Perspectives on literacy* (pp. 71-81). Carbondale, IL: Southern Illinois University Press.

Week 3 (9/23): Frameworks for the Study of Literacy Acquisition, Part I: The Cognitive Tradition

Samuels, S. J. (1994). Toward a theory of automatic information processing in reading, revisited. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed*. (pp. 816-837). Newark, DE: International Reading Association.

Adams, M. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 66-80). New York: Guilford.

Anderson, R. C. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed*. (pp. 469-482). Newark, DE: International Reading Association.

Hays, J. R. (1996). A new framework for understanding cognition and affect in writing. In C. M. Levy & S. Ransdell (Eds.), *The science of writing* (pp. 1-27). Mahwah, NJ: Erlbaum.

Week 4 (9/30): Frameworks, Part 2: The Sociocultural Tradition

Gee, J. P. (2001). A sociocultural perspective on early literacy development. In In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 30-42). New York: Guilford.

Heath, S. B. (1982). Protean shapes in literacy events: Ever-shifting oral and literate traditions. In D. Tannen (Ed.), *Spoken and written language: Exploring orality and literacy* (pp. 91-117). Norwood, NJ: Ablex.

Domzalski, A., & Gavelek, J. (1999). The acquisition of word meaning: Sociogenesis as an alternative to the standard (cognitivist) perspective. In T. Shanahan & F. V.

Rodriguez-Brown (Eds.), *Yearbook of the National Reading Conference: vol. 48* (pp. 306-316). Chicago: National Reading Conference.

Wells, G. (2000). Dialogic inquiry in education: Building on the legacy of Vygotsky. In C. D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research* (pp. 51-85). Cambridge, UK: Cambridge University Press.

Beach, R. (2000). Reading and responding to literature at the level of activity. *Journal of Literacy Research, 32*, 237-251.

UNIT II: THE DEVELOPMENT OF LITERACY SKILLS

In this unit, we will review selected research regarding the major milestones of literacy acquisition and the processes by which such milestones are attained. Included will be issues related to the nature of literacy in and out of school, the role of individual versus social dynamics in literacy learning, and the factors underlying individual differences in the rate and level of literacy growth.

Week 5 (10/7): Early Language/Literacy Connections

Class visitor: David Shilt (discussion of emergent writing)

Ruddell,R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed.* (pp. 83-103). Newark, DE: International Reading Association.

Yaden, D. B., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, vol. III* (pp. 425-454). Mahwah, NJ: Lawrence Erlbaum.

Heath, S. B. (1986). What no bedtime story means: Narrative skills at home and school. In B. B. Schieffelin &E. Ochs (Eds.), *Language socialization across cultures* (pp. 97-134). New York: Cambridge University Press.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97-110). New York: Guilford.

Week 6 (10/14): Mastering the conventions of literacy: Literacy Development in the Early Elementary Years

Ehri, L. C. (1994). Development of the ability to read words: Update. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed.* (pp. 323-358). Newark, DE: International Reading Association.

McBride-Chang, C. (2004). The development of phonological processing and language for reading. In *Children's literacy development* (pp. 22-45). New York: Oxford University Press.

Treiman, R. (1997). Spelling in normal and dyslexic children. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia* (pp. 191-218). Mahwah, NJ: Erlbaum.

Dyson, A. H. (1999). Coach Bombay's kids learn to write: Children's appropriation of media material for school literacy. *Research in the Teaching of English, 33*, 367-401.

Week 7 (10/21): Reading/writing and content knowledge: Literacy Development in the Late-Elementary/Middle-School Years

Class visitor: (discussion of writing instruction)

Pearson, P. D., & Camperell, K. (1994). Comprehension of text structures. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed.* (pp. 448-468). Newark, DE: International Reading Association.

Alexander, P. A., & Jetton, T. L. (2000). Learning from text: A multidimensional and developmental perspective. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, vol. III* (pp. 285-310). Mahwah, NJ: Lawrence Erlbaum.

Raphael, T. E., Gavelek, J. R., & Daniels, V. (1998). Developing students' talk about text: Analyses in a fifth-grade classroom. *National Reading Conference Yearbook, 47*, 116-128.

McCormick, C. B., Busching, B. A., & Potter, E. F. (1992). Children's knowledge about writing: The development and use of evaluative criteria. In M. Pressley, K. R. Harris, & J. T. Guthrie (Eds.), *Promoting academic competence and literacy in schools* (pp. 311-336) San Diego: Academic Press.

Week 8 (10/28): Critical and Practical Engagement: Literacy at the Adolescent/Adult Level

Class visitor: Ritu Radhakrishnan (discussion of nontraditional literacy practices)

Alverman, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research, 34*, 189-208.

Moje, E. B., Dillon, D. R., & O-Brien, D. (2000). Re-examining roles of learner, text, and context in secondary literacy. *The Journal of Educational Research, 93*, 165-180.

Smagorinsky, P, & O'Donnell-Allen,, C. (2000). Idiocultural diversity in small groups. In C..D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research* (pp. 165-190) New York: Cambridge University Press.

Haas, C. (1994). Learning to read biology: One student's rhetorical development in college. *Written Communication, 11,* 43-84.

UNIT III: CURRENT ISSUES IN LITERACY PRACTICE AND POLICY

In this unit, we compare selected approaches to literacy instruction, including major principles regarding instructional activities flowing from alternative theoretical frameworks, and comprehensive literacy programs. We also consider questions of policy related to instructional reform and challenges to literacy acquisition posed by selected child populations.

Week 9 (11/4): The Content and Structure of Effective Literacy Instruction

Reutzal, D. R. (2003). Organizing effective literacy instruction: Grouping strategies and instructional routines. In L. M. Morrow, L. B. Gambrell, & M. Pressley (Eds.), *Best practices in literacy instruction, 2nd ed.* (pp. 241-267). New York: Guilford Press.

Pressley, M., et al. (2001). A study of effective first-grade literacy instruction. *Scientific Studies of Reading, 5*, 35-58.

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, vol. III* (pp. 545-562). Mahwah, NJ: Lawrence Erlbaum.

Englert, C. S. (1992). Writing instruction from a sociocultural perspective: The holistic, dialogic, and social enterprise of writing. *Journal of Learning Disabilities, 25*, 153-172.

De La Paz, S. (1999). Self-regulated strategy in regular education settings. *Learning Disabilities Research & Practice, 14*, 92-106.

Week 10 (11/11): Literacy Policy and Instructional Reform in the United States

Class visitor: Ruth Athan (discussion of Reading First)

Foorman, B. R., Francis, D. J., Shaywitz, S. E., Shaywitz, B. A, & Fletcher, J. M. (1997). The case for early reading intervention. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia* (pp. 243-264). Mahwah, NJ: Erlbaum.

Allington, R. L., & Woodside-Jiron, H. (1999). The politics of literacy teaching: How "research" shaped educational policy. *Educational Researcher, 2(8)*, 4-13.

Mathes, P. G., & Torgesen, J. K. (2000). A call for equity in reading instruction for all students: A response to Allington and Woodside-Jiron. *Educational Researcher, 29(6)*, 4-14.

Pressley, M. (2002). Effective beginning reading instruction. *Journal of Literacy Research, 34*, 165-188.

Week 11 (11/18): Societal Change and Implications for Literacy Priorities: Cultural/Linguistic and Ability Diversity

Perez, B. (2004). Literacy, diversity, and programmatic responses. In B. Perez, *Socilcultural contexts of language and literacy* (pp. 3-24). Mahwah, NJ: Lawrence Erlbaum Assocs.

Craig, H. K., & Washington, J. A. (2004). Language variation and literacy learning. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Appel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 228-247). New York: Guilford Press.

Delpit, L. (1995). The politics of teaching literate discourse. From *Other people's children: Cultural conflict in the classroom* (152-166). New York: New Press.

Zecker, L. B. (2004). Learning to read and write in two languages. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Appel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 248-265). New York: Guilford Press.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice, 16*, 203-212.

Week 12 (12/2): Societal Change and Implications for Literacy Priorities: Technology and Preparation for the Workplace

Class visitor: Phil Piety (discussion of hypertext literacy)

Leu, D. J. (2000). Literacy and technology: Deictic consequences for literacy education in an information age. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, vol. III* (pp. 743-770). Mahwah, NJ: Lawrence Erlbaum.

Heath, S. B. (1998). Working through language. In S. M. Hoyle, & C. T. Adger (Eds.), *Kids talk: Strategic language use in later childhood* (pp.217-250). New York: Oxford University Press.

Kirsch, I. S., Jungeblut, A., Jenkins, L., & Kolstad, A. (2001). Adult literacy in America. In E. Cushman, E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.) *Literacy: A critical sourcebook* (pp. 644-659). Boston: Bedford/St. Martin's.

Hull, G. (2001). Hearing other Voices: A critical assessment of popular views on literacy and work. In E. Cushman, E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.) *Literacy: A critical sourcebook* (pp. 660-683). Boston: Bedford/St. Martin's.

Week 13 (12/9): Project presentations

No assigned readings

Week 14 (12/16) (exam week): Project presentations

No assigned readings