Washington State University

MAJOR CURRICULAR CHANGE FORM - COURSE

(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/15/2014  [☐] New course  [☐] Temporary course  [☐] Drop service course
[☐] Effective date cannot be retroactive  [☐] There is a course fee associated with this course (see instructions)

☐ Variable credit __________________

☐ Increase credit (former credit ________)

☐ Number (former number _________)

☐ Crosslisting (between WSU departments)
   (Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in _________ (Must have GenEd Committee Approval)  [☐] Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only)  [☐] Graduate credit (professional programs only)

☐ Other (please list request) ____________________

TCH LRN 562

course prefix  course no.

Foundations of Literacy Theory and Research

title

3 3

credit  lecture hrs  lab hrs  studio hrs

per week  per week  per week

Admission to graduate school or permission of instructor

prerequisite

Description (20 words or less) Interdisciplinary

inquiry into the various foundations of literacy.

Instructor: Kelly Puzio

Phone number: 335-6842

Email: kelly.puzio@wsu.edu

Contact: Julie Kilinger

Phone number: 335-7296

Email: juliek@wsu.edu

Campus Zip Code: 2132

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair/date  3-12-19

Dean/date  3-14-14

General Education Com/date  Csc

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary) *

Graduate Studies Com/date

All-University Writing Com/date

Academic Affairs Com/date

Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

Not Returned to dept: Forwarded to 2015
Rationale for *Foundations of Literacy Theory and Research*

Within the doctoral program in Language, Literacy, and Technology (LLT), students take a series of required foundations courses and then typically focus on one of three major emphases: 1) second language acquisition (SLA), 2) literacy or children’s literature, or 3) education technology. The SLA and technology foci currently have a required overview course that all students take before deciding on their emphasis. The proposed course makes up for this lack in the literacy strand, where currently students take two in-depth theory courses rather than a broader theory and research foundations course. Implementation of the proposed course will provide all LLT students with an understanding of the research, theory, and practice in literacy and a foundation from which to understand literacy practices within their emphasis, including SLA and education technology. In addition, implementing this course will make it easier for students to understand the courses that they need to take and plan their programs appropriately.
T&L 562  
Fall 2014  
Foundations of Literacy Theory and Research  
3 Credits

Dr. Barb Ward  
333 Cleveland Hall  
Department of Teaching and Learning  
Schedule: 1:10-4pm, Wednesday  
Location: Education Addition, 112  
Email: Barbara_ward@wsu.edu  
Phone: 335-6390

DESCRIPTION

This course investigates theoretical and empirical research on literacy and literacy instruction.

RATIONALE AND PURPOSE

This course grounds literacy from the narrower concerns with learning to read and write to an interdisciplinary inquiry into the various roles of literacy within the full range of social and psychological functions in both modern and developing societies. It does so by exploring current literacy research, the relations between speech and writing, the history of the social uses of literacy, the evolution of conventions of reading, the social and developmental dimensions of acquiring literate competencies, and, more generally, the conceptual and cognitive dimensions of literacy as a set of social practices. Participants will examine foundational theory, research, and methods related to literacy, including historical and theoretical foundations of multiple topics, such as research methods, literacy acquisition, comprehension, struggling readers, and language diversity.

CONCEPTUAL FRAMEWORK

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.
At the end of this course, students will be able to:

1. Demonstrate their understanding of literacy constructs (e.g., fluency, comprehension, alphabetic principle)
2. Locate, analyze, and synthesize research literature and apply that synthesis to problems of practice.
3. Effectively communicate scholarly work through written, oral, and/or alternate formats.
4. Inquire skillfully into areas of program-related interest.
5. Develop scholarly habits of curiosity, inquiry, and skepticism.

This course objective will be evaluated by:

- Participation; Publishable research gap paper; Public commentary
- Publishable research gap paper; Public commentary
- Reading lead; Manuscript review; Publishable research gap paper; Public commentary; Manuscript review
- Reading lead; Publishable research gap paper; Public commentary
- Reading lead; Publishable research gap paper; Manuscript review; Public commentary

REQUIRED MATERIALS


ASSIGNMENTS AND DELIVERABLES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading lead</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Public commentary</td>
<td>100</td>
<td>Group or Individual</td>
</tr>
<tr>
<td>Manuscript review</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Publishable theory gap paper</td>
<td>100</td>
<td>Group or Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>TOTAL POSSIBLE</td>
<td>500</td>
<td></td>
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</tbody>
</table>

Reading lead – 100 points
Consider this a professional development session for your peers. Prepare a reading guide (posted to the course wiki at least *one week ahead* of class), prepare an activity to help the class understand the issues/topics, implement the task, and after the session provide a summary and ideas for further reflection to post to the course wiki. You may, but are not required to, include one other article on the topic. No more than 1 hour. For evaluation, see “presentation evaluation” below. Note that this is NOT a lecture, and that you should actually talk very little.

*Presentation Evaluation*
(Each category is worth 25 points)

Preparation
• Reading guide/material is prepared ahead of class
• Reading guide/material is effective and relevant
• Supplemental materials are ready
• Organization is clear

Presentation
• Introduction is engaging
• Students are active - everyone has a reason to listen and a chance to participate
• Effective timing and pacing
• Directions and explanations are clear
• Flow is smooth
• Closure is useful and effective

Content
• Thoughtful
• Engaging
• Reflective
• Relevant
• Useful

Professionalism
• Effective attitude
• Appropriate appearance
• Clear language
• Complete
• Error-free

Public Commentary - 100 points
You will identify a current issue in literacy education that is misunderstood by the public and then draft a public commentary (750-1250 words) with hyperlinks to research/evidence to clarify the topic. This commentary will be published online. See the "Evaluation of Writing" rubric below.

Manuscript review - 100 points
You will be given an unpublished research manuscript in the area of literacy and asked to review it for publishability using criteria from the top literacy journals. The reviewer guidelines will be handed out in class. See the "Evaluation of writing" rubric for criteria.

Evaluation of writing
• Quality of the content (Is your response thorough? Did you reflect on issues outside of the readings? Did you answer critically? Did you refer to the readings and discussion? Did you address the topic at hand?) 40 points
• Support (Is your evidence, argument, or question well grounded in the literature? Have you provided research support for each assertion that you make?) 40 points
• Professionalism (Is it clear and error-free? Is it easy to read and understand? Did you answer all the questions that needed answers? Did you follow the instructions and hand it in on time?) 20 points

**Publishable research gap paper – 100 points**

You’ll choose an area to work in and, using the readings and discussion from class and other sources you choose, compose a paper of *no more than* 10 pages (12 pt. type, single spaced, 1" margins on all sides) that lays out a single gap in literacy research. This could be a topical, methodological, or theoretical gap. You'll need to read widely for this paper, so get started early. Publication guidelines will be provided in class.

**Preparation/Discussion/Participation – 100 points**

Daily and overall course participation will be evaluated based on the following criteria:

- **Preparation** (Have you read? Is your reading guide complete?) 30 points
- **Quality** (Do you show reflection in your contributions? Do you integrate course readings, resources, and activities? Do you refer to your experiences and others’ ideas? Do your comments add something to the discussion?) 30 points
- **Support** (Do you provide evidence for your assertions?) 20 points
- **Professionalism** (Do you get to the point? Do you use strategies to enhance others’ understanding [e.g. give examples]? Are you a positive and supportive participant? Do you welcome different opinions and perspectives? Do you show respect to others in the discussion?) 20 points

**Assignments:**

To prepare for class, students will need to read assigned texts and complete the assigned activities. Unless otherwise arranged with the instructor beforehand, late assignments will not be accepted. All writing assignments should be submitted the night before class (e.g., Wednesday midnight). Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Final Grades</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
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<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>0%-59%</td>
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</table>

**CONDUCT OF COURSE**

This course will be conducted as a seminar. Each student is expected to participate in every class. The grade will be determined on the basis of the quality of the student’s participation, presentations, and written assignments. Written assignments are expected to be error-free,
correctly referenced, and the author’s original work.

STATEMENT OF ACADEMIC INTEGRITY
When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty (WAC 504-26-010 specifically defines “cheating”). Violations to academic integrity include plagiarism. Plagiarism is presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student’s work is suspected of violating the university’s policies on academic integrity (WAC 504-26-404), the instructor will assemble the evidence and upon reasonable notice to the student of the date, time, and nature of the allegations, meet with the student suspected of violating academic integrity policies.

(a) If the student admits violating academic integrity policies, the instructor may assign a zero on the particular work in question, require the student to resubmit the assignment for a reduced grade, receive an “F” in the course, and must notify the office of student conduct in writing of the allegations, the student’s admission, and the sanctions imposed.

(b) If the instructor is unable to meet with the student or if the accused student disputes the allegations(s) and/or the outcome proposed by the instructor, the instructor shall make a determination as to whether the student did or did not violate the academic integrity policy. If the instructor finds that the student was in violation, the instructor shall provide the student and the office of student conduct with a written determination, the evidence relied upon, and the sanctions imposed.

Due process as described in the policy (WAC 504-26-404) will be honored. (See http://www.conduct.wsu.edu/default.asp?PAgeID=343. and http://www.conduct.wsu.edu/ for more information about Academic Integrity definitions and policies.)

ACCOMMODATIONS STATEMENT
Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

ATTENDANCE POLICY
More than one unexcused absence will reduce your end of term grade by a full mark (A → B).

First Week of Classes: In accordance with University Policy, “students who have not attended
class during the first week of the semester may be dropped from the course by the department. (Students should not assume they have been dropped without verification from the department or Registrar’s Office.) Students having extenuating circumstances which prevent their attendance during the first week should notify the Office of Student Affairs. Valid reasons for missing classes do not relieve students of making up the work missed.”

**EMERGENCY NOTIFICATION SYSTEM & SAFETY ON CAMPUS**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (http://safetyplan.wsu.edu/) and visit the Office of Emergency Management web site (http://oem.wsu.edu/) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

These emergency plans and procedures are reviewed regularly and can be implemented quickly in a crisis or emergency. WSU’s continuing focus on expanding communication resources and practices has enhanced its ability to effectively maintain campus safety. Noteworthy in this regard are the Campus Outdoor Warning System (COWS), the Crisis Communication System (CCS) and the WSU ALERT web site.

WSU has created an emergency notification system available for faculty, students and staff. The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Everyone should also become familiar with the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. It should be bookmarked on computers. Finally, if you have not done so already, go to the zzusis portal at http://zzusis.wsu.edu and register your emergency contact information for the Crisis Communication System (CCS). Once you have entered your network ID and password, you will be taken to the zzusis portal page. Look for the Pullman Emergency Information box on the left side of the page and click on Update Now to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Safety is not the exclusive responsibility of any one individual, department, or office. Every member of the campus community should recognize that it is a shared responsibility and that each of us has a personal role in campus safety. Leaders at all levels must take an active role in working with faculty, staff and students to foster an environment of safety awareness by providing necessary training and by setting an example for others to follow. Individual faculty, staff, and students should know the appropriate actions to take when an emergency arises. Their understanding of University safety and security procedures will help emergency personnel fulfill their responsibilities when emergencies do arise.
### Readings and Coursework

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/ Readings</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Syllabus overview; presentation scheduling; defining terms, sample assignments</td>
</tr>
</tbody>
</table>

**What does research have to say about literacy research? How does theory inform literacy research?**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/ Readings</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
</table>
| 2       | • Handbook Preface and Ch. 1  
          • Lenses Ch. 1/2 | Sample Reading Guide 1 DUE |
| 3       | • Lenses Ch. 3-6  
          • Handbook Ch. 4 & Ch. 9 | Sample Reading Guide 2 DUE |
| 4       | • Lenses Ch. 7-8  
          • Handbook Ch. 7 & 8 | Reading Lead 1  
Choose a topic for public commentary paper |

**What does research have to say about a balanced approach to reading instruction?**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/ Readings</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
</table>
| 5       | • Cambourne, B. (2002)  

**What does research have to say about phonemic awareness and its importance in emergent literacy?**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/ Readings</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
</table>
          • Cunningham, A. E. (1990). | Reading Lead 3 |

**What does research have to say about the alphabetic principle and cracking the alphabetic code?**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/ Readings</th>
<th>Tasks and Assignments</th>
</tr>
</thead>
</table>
| 7       | • Read, C., Yun-Fei, Z., Hong-Yin, N., & Bao-Qing, D. (1986).  
          • Byrne, B., & Fielding-Barnsley, R. (1990). | Reading Lead 4  
Commentary Paper DUE  
Model/example of manuscript review |
<table>
<thead>
<tr>
<th>8</th>
<th>SPRING BREAK</th>
<th>NO CLASS</th>
</tr>
</thead>
</table>

**What does research have to say about reading fluency?**

| 9 | • Handbook, Ch. 7, 11, & 13 | Reading lead 5 |

**What does research have to say about vocabulary development?**

• Handbook, Ch. 17  
• Beck, I. L., McKeown, M. G., & Kucan, L. (2013) | Reading Lead 6  
Manuscript Review due |

**What does research have to say about reading comprehension?**

• Durkin (1978). | Reading Lead 7  
Choose a topic for gap paper |

**What does research have to say about literacy assessment and how it informs instruction?**


**What does research have to say about literacy across the content areas??**

| 13 | • Handbook, Ch. 20  

**What does research have to say about bilingualism?**

• Reyes (2006) | Gap paper draft due for peer review |

| 15 | Conclusions | Gap paper due |
RECOMMENDED READINGS

History and Policy


Balanced Literacy


**Early Literacy**


**Response to Literature**


**Writing Instruction, Spelling, Grammar**


**Assessment**


Ketter, J. & Pool, J. (2001). Exploring the impact of a high-stakes direct writing assessment in

**Adolescent Literacy**


**Content Area Literacy**


**Bilingual Education and English as a Second Language**


*Archives of Reading Research Quarterly and other top tier journals.