

California State University, Fresno

Kremen School of Education and Human Development

Leadership for Diverse Communities

LEE 278 – LITERACY PROCESSES AND PRACTICES

ONLINE

Introduction

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. *The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

Semester: Fall 2019	Program: Reading/Literacy Program Coordinator: Maria Goff Department: LEBSE
Course Name: Literacy Processes and Practices	Instructor Name: Imelda Basurto
Units: 3.0	Office Location: ED 263
Time: asynchronous	E-Mail: ibasurto@csufresno.edu Replies can be expected within 48 hours during the week.
Location: online	Telephone: 559/278-0285
Website: http://fresnostate.edu/academics/canvas/	Office Hours: (Virtual & Face-to- Face): Tuesdays, 1:00 to 2:00 pm (PST)

Course Description

LEE 278 is designed as the initial reading education course in the sequence of courses leading to the Reading/Language Arts Specialist credential and/or the Master of Arts in Education with a concentration in Reading/Language Arts. The major focus of the course is the investigation and understanding of the reading process through various reading theories, and the instructional implications of those theories for K-12 language and literacy development.

Required Readings, Textbook, and Materials

A textbook is not needed for this course since all the required readings and articles for this course are available online. However, students do have the option of purchasing the text that contains a hardcopy of the readings. The textbook can be purchased through various online sources. Readings from the textbook will begin in module 3. Note that the selected readings are **seminal** works representative of a particular theoretical paradigm.

Textbook with the Readings:

Alvermann, D. E., Unrau, N. J., Sailors, M. & Ruddell, R.B. (2018). *Theoretical Models and Processes of Literacy*. (7th ed.). Newark: Routledge Publishers

Required Article:

Goodman, K. (1969). A Psycholinguistic Guessing Game. *The Journal of Linguistics*. Vol. 5. No. 4, pps 1410-1462. 1610-1629.

Reading materials available online in CANVAS

Recommendations

To take full advantage of all the features in Canvas, you will need an up-to-date Web browser supported by CANVAS such as Chrome or Firefox, or Safari (No Safari, AOL or Internet Explorer or Microsoft Edge.)

Active Fresno State E-Mail Account: By default, Canvas sends mail to your mail.fresnostate.edu email account. You must check your Fresno State account frequently. If you do not normally check your Fresno State email address, please go in immediately and forward your messages to the account that you do check.

[Microsoft Word](http://why.openoffice.org/index.html) (<http://why.openoffice.org/index.html>)

All documents that you submit must be in Microsoft Word format, PDF, or RTF, though Word is preferred because of the reviewing feature. You can purchase Microsoft Office from the [Kennel bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>) for a student price or you can go to the Open Office to download a free version of a word processing program that acts like Word.

[Adobe Acrobat Reader](http://www.adobe.com/) (http://www.adobe.com/)

This application allows the viewing of .PDF files. If you do not have the Adobe Acrobat Reader, click on the title to link to the web site. Download the FREE Reader.

[PowerPoint Viewer](http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en) (http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en)

This is a FREE application that allows you to view PowerPoint presentations. If you already have the PowerPoint application on your computer, you do not need this viewer. Click on the title to link to the web site.

[Flash Player](http://www.adobe.com/products/flashplayer/) (http://www.adobe.com/products/flashplayer/)

This is a FREE application that allows you to enjoy the most expressive, engaging experiences on the Web that combine interactive, rich content with video, graphics and animation. Click on the title to link to the web site.

[Shockwave Player](http://www.adobe.com/products/shockwaveplayer/) (http://www.adobe.com/products/shockwaveplayer/)

This is a FREE application that allows for movies and multimedia to be displayed within your web browser. Click on the title to link to the web site.

[Java Applications \(PC\)](http://www.java.com/en/download/whatis_java.jsp) (http://www.java.com/en/download/whatis_java.jsp)

[Mac Click this LINK](http://developer.apple.com/java/download/) (http://developer.apple.com/java/download/)

This is a FREE plug-in that allows users to engage in chat discussions, communicate via videoconferences, and view 3D images in web browsers. Click on the title to link to the web site.

[Quick Time Player](http://www.apple.com/quicktime/download/) (http://www.apple.com/quicktime/download/)

This application will allow you to view videos. Click on the title to link to the web site.

Course Organization

This course is organized by modules. Each module contains pages. Every page corresponds with a week of instruction. All the modules are conducted on a scheduled asynchronous basis. All the modules are titled according to a specific theoretical focus. A sequence of activities for each module will be listed including readings, viewing, discussion board and assignments. *Unless due to technical difficulty, folder/modules will not reopen.* See Course Calendar below for topics and assignments due. Assignments submitted online should be labeled last name and first name followed by first word of the assignment. All assignments should be posted on CANVAS under the date due in Course Documents. All texts that you submit must be in Microsoft Word format, PDF, or RTF, though Word is preferred because of the reviewing feature. Pictures must be in .jpg and videos in .mpeg preferably in .mov (QuickTime). Audio files must be formatted in .mp3 Contact (559) 278-7373 and talk to tech support or the program advisor for more information about how to use these features.

Examinations and Major Assignments

Readings -- All readings listed on the syllabus are required. When you see a reading assignment listed in a module that means you should have read the article BEFORE the START of the PowerPoint Presentation.

Online Posting -- There will be two kinds of graded postings that you will make. *Muddiest Points and Focus Questions. These are weekly task.*

Muddiest Point. Each week, you will post at least one reaction and/or question asking what was the muddiest point (or the most confusing part) related to the reading. This post should include an overall, one to two paragraph reactions to the reading or article and a muddiest point question to what was read. This entry will be posted in the tool titled "Journals." Each muddiest point is worth 5 points.

Focus Question. Each week, students will post a reaction to a foci question, and will also choose another student's posted reflection to the Focus Question and comment on it via the Discussion Board (Db). You may be asked to agree or disagree with your classmate's analysis or argument about the material. Do you share the same linkage between material and your experiences? *In a well-argued and/or respectful prose, comment about another student's comment. Each focus question is worth 10 points. Note: I grade the Focus Question without any regard for what anybody says in their Discussion Board. If appropriate and respectful, don't be afraid to criticize, reinterpret or add to what a classmate has said in their comment. It will not hurt their grade!*

Final Note about Online Posts:

Avoid waiting till the last minute to make a posting to the current module. Another mistake students often make in the online discussion has to do with formality. R u used 2 text mgs? Sure

you are. So am I. Well, save the “r u” text texting outside the class. This is a university and you are demonstrating your ability to communicate. For this class, communication means writing in full words and sentences, with the appropriate level of formality.

Group Online Project Presentation (Grp Ppt):

One article from the text will be assigned to a group of 2 or more students. The group is to read the article, then convert the article into an active PowerPoint (PPT) Presentation. Once the PowerPoint Presentation is complete, the group is to upload the presentation to Module 15 to the Group Online Project Presentation turn-in link. Each student can earn up to 10 points for participating in the Discussion Board and 25 for the Group PowerPoint.

Self-Analysis (SA) Paper:

A 5-8 page summary of your teaching and learning in relationship to the reading theories discussed in class will be written. You will be given a list of guiding questions in Module 15 to use in writing your paper. The paper is to be typed and double-spaced. Master’s candidates can earn up to 45 points for the self-analysis paper.

Quizzes and Final Exam (FE):

Three quizzes and one final exam will be submitted through CANVAS in Modules 2, 4, and 6 through the Quiz links. The quizzes are essay-based and are worth 20 points each. The final exam is composed of ten questions, ten points each. Students are to select one of the theoretical models written by either a text-based, reader-based, or interactive-based theorist that has a high level of appeal to you, and analyze it using a ten-point question outline. I highly recommend that you review the module before the final. You will be given one week to start and complete the final. The final exam is worth 100 points.

Participation Standards

Course Participation -- Course preparation and regular logging provide the best opportunity to master the material. Key to that is to read the material on a regular basis.

This course is constructed of modules conducted on a scheduled asynchronous basis. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the online web site at least 3 times a week, and participate in all modules, which means active contributions beyond simply “I agree/disagree”.

In addition, there will be three, one-hour, virtual class meetings to answer questions and make comments. Students are required to participate in all three sessions. Synchronous online seminars will be conducted on Wednesdays, from 6:00 - 7:00 PM (Pacific Standard Time) in the University’s Learning Management System. *These are required for all students.* Two missed synchronous sessions will result in a lowered final letter grade.

Grading

CATEGORY	NUMBER	POINTS	TOTAL
Muddiest Points	9	5	45
Focus Questions	8	10	80
Quizzes	3	20	60
Discussion Board Participation	Varies	1	10
PPT Presentation	1	25	25
Self-Analysis Paper	1	45	45
Final Exam	1	100	100
GRAND TOTAL			365

FINAL GRADE

Your final grade is based on a combination of your total accumulated points as follows

A	365-328	A = 90-100%
B	327-292	B = 80 - 89 %
C	291-255	C = 70 - 79 %
D	254-219	D = 60 - 69 %
F	218-000	F = 0 - 59 %

Be aware that the actual numeric score, rather than the letter grade is recorded and used to calculate final grades. Thus, if a student obtains a "98" on an assignment, that score rather than an "A" letter grade is recorded. All work must be submitted before a final grade will be issued.

Course Goals and Primary Learning Outcomes

1. Master's candidates will develop an understanding of the reading process through an analysis of major theories of reading as they relate to elementary and secondary school students. More specifically, students will develop an understanding of the following literacy and language components through the lens of major theoretical foci (IRA Guidelines 1; CTC Standard 2, 6 & 8):
 - a. the role of phonological and morphological structure in the development of language and the reading process as seen through major theoretical foci
 - b. the role of language development, the language cueing systems, cognition, and learning in the processes of reading as seen through major theoretical foci;
 - c. will understand meaning construction and background knowledge through the interaction of components of the reading process as seen through major theoretical foci;
 - d. will analyze the role of decoding and word attack strategies in the reading process as seen in the major theoretical foci;

2. Master's candidates will learn about metacognitive processes and strategies and critique their role as teachers or specialists within each theory. (IRA Guidelines 1, 5 & 6; CTC Standards 3 & 19)
3. Master's candidates will analyze the role of linguistic, sociological, cultural, cognitive, and psychological bases in each theory. (IRA Guidelines 1; CTC Standard 8)
4. Master's candidates will articulate their own view of the reading process as it relates to elementary and secondary school students and compare it to the theoretical views of others. (IRA Guidelines 1& 6; CTC Standard 6 & 8)
5. Master's candidates will analyze and explain the instructional implications of the major theories of reading for students at the elementary and secondary levels, including those who are linguistically and culturally diverse. (IRA Guidelines 1 & 4; CTC Standard 8, 10 & 20)
6. Master's candidates will select appropriate methods, materials and instructional activities at the elementary and secondary school levels that fit each of the theoretical foci to promote reading success and appraise the important role of reading in all aspects of life. (IRA Guidelines 2, 5 & 6; CTC Standard 2, 3, 4 & 11)

ASSIGNMENT AND EXAMINATIONS

Assignment	Module	Points	Percent
Muddiest Points	3-14	45	10%
Focus Questions	3-14, 16	80	15%
Quizzes	2,4,6	60	20%
Presentation (Discussion Bd & PPT)	15	35	12%
Self Analysis	15	45	8 %
Final Exam		100	35%
TOTAL:		365	100%

Note: ALL assignments and live sessions must be completed to pass this course.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Policies & Safety Issues

Web-based Courses. This class is a web-based. It is the student's responsibility to check announcements and the CANVAS site at least 3 times a week. *Students must report any problems accessing material to the instructor immediately.*

How to Get Help. Help Desk agents can provide immediate assistance regarding network status, resetting CANVAS passwords, etc. Help Desk agents are available via telephone by calling 278-7000 (weekdays and evenings and currently Saturday). The Help Desk can also be reached for assistance via email [Help Desk](mailto:help@csufresno.edu) (help@csufresno.edu) or visit the [Help Desk Website](https://help.csufresno.edu) (https://help.csufresno.edu) or their [Contact Us page](https://help.csufresno.edu/contactus.php) (https://help.csufresno.edu/contactus.php).

Netiquette – Remember our goal to have a rigorous but exciting exchange of information online

and yet be kind and generous. Be respectful both of other students and the instructor. This includes using polite language and showing tolerance of the views of others, even when you disagree with them during chat sessions or bulletin board postings. Don't flame others by being overly critical or by using harsh (words like stupid or ridiculous) or stereotypical language (Boys are all more active than girls.). If you make a claim, make sure to support the claim with research, reasoning, or evidence even if it's personal. It's best to refer to arguments in a generic way rather than arguments tied to a person. For example, don't say John's ideas about round robin reading are stupid. Rather describe ineffectiveness for round robin reading leaving out John's name. For general guidelines see a [guide to netiquette](http://www.albion.com/netiquette/book/index.html) (www.albion.com/netiquette/book/index.html).

Plagiarism Detection. The campus subscribes to the SafeAssignment/Turnitin plagiarism prevention service. Students will be notified as to when assignments need to be submitted to SafeAssignment/Turnitin. Your work will be used by SafeAssignment/Turnitin for plagiarism detection and for no other purpose. The student may indicate in the first 10 days of the course in writing to the instructor that he/she refuses to participate in the SafeAssignment.com process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssignment/Turnitin Originality Reports will be available for your viewing.

PAPER SUBMISSION REQUIREMENTS

- All papers and assignments throughout the semester must be submitted to me through CANVAS.
- All weekly submissions must be received before the next assignment folder opens.
- I will not accept submissions sent as email attachments.

LATE POLICY

- Due to the online nature of this course, LATE assignments will not be accepted for credit.
- LATE is defined as after midnight (PST) each Tuesday of the online calendar week. An online calendar week is Wednesday to Tuesday. In addition, please refer to the following time zone link to [determine your specific time zone](http://www.worldtimeserver.com) in relation to Pacific Standard Time (PST) (http://www.worldtimeserver.com.)
- It is your responsibility to make sure that papers are submitted on time.
- I advise you to get started on assignments and submit them as early as possible each week to ensure that I receive them on time.
- The only acceptable excuse for a late submission is an email server error. In this case, when you resubmit, you must also submit all correspondences from your email server or from the UH server, whichever is at fault, to prove that your lateness is due to server error. This is another major encouragement for using your UH email account. If we are

both using the same email system, chances for errors are less likely, especially since UH web mail is highly stable.

- I will not accept as lateness excuses the following:

- Sicknesses
- vacations
- computer hardware problems
- computer software problems
- computer viruses
- inaccessibility to a computer
- did not know about the assignment
- did not know assignment was due
- did not understand the assignment

As a responsible student, you have some degree of control over each of the above possible excuses. The only point where you completely have no control, and when you must trust technology 100% to do the job, is when you click the "Submit" button of CANVAS. This is all about the servers, which we both have no control over, and therefore is the only acceptable excuse.

Of course, if it is my fault for some reason that your submission is late, I will accept full responsibility for that, and you will not be penalized.

Study Expectations. It is usually expected that Master's candidates will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some Master's candidates may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at (559) 278-3052 or visit the [Learning Center](http://www.csufresno.edu/learningcenter) (www.csufresno.edu/learningcenter).

University Policies

Review the [University Policies](http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) (http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) here.

COURSE SCHEDULE

Note: Unless due to technical difficulties, folders will not re-open.

Online Weekly Folder Dates (Wednesday to Tuesday)	Focus/Tasks	TASKS DUE
<u>Week 1</u>	Module 1: Orientation	Learn about CANVAS
	Module 2: Foundation	Read about Text-Based, Reader- Based, and Balanced-Based Theories
	Live Session: Q & A	Tune in at 6:00 PM (PST)
<u>Week 2</u>	Module 3: Schema Theory	Read: Anderson, R. Participate: Discussion Board Complete: Journal
	Module 4: Motivation Theory	Read: Taboada, A. et al., Participate: Discussion Board Complete: Journal
	Quiz 1	Submit: Quiz 1
<u>Week 3</u>	Module 5: Transactional Theory – Part A	Read: Rosenblatt, L. Complete: Journal
	Module 6: Transactional Theory – Part B	Read: Rosenblatt, L. Participate: Discussion Board
<u>Week 4</u>	Module 7: Socio-psycho-linguistic Theory – Part A	Read: Goodman, K. Complete: Journal
	Module 8: Socio-psycho-linguistic Theory – Part B	Read: Goodman, K. Participate: Discussion Board
	Live Session: Q & A	Tune in at 6:00 PM (PST)
	Quiz 2	Submit: Quiz 2
<u>Week 5</u>	Module 9: Neuroscience Theory – Part A	Read: Hiruby, G. Complete: Journal
	Module 10: Neuroscience Theory – Part B	Read: Hiruby, G. Participate: Discussion Board
	Group Project Instructions	
<u>Week 6</u>	Module 11: Dual Coding Theory – Part A	Read: Sadoski, M. etc. Complete: Journal
	Module 12: Dual Coding Theory – Part B	Read: Sadoski, M. Participate: Discussion Board
	Quiz 3	Submit: Quiz 3
<u>Week 7</u>	Module 13: Sociocognitive Model – Part A	Read: Ruddell & Unrau Complete: Journal
	Module 14: Sociocognitive Model – Part B	Read: Ruddell & Unrau Participate: Discussion Board
	Live Session: Q & A	Tune in at 6:00 PM (PST)
	Final Exam Instructions	

<u>Week 8</u>	Module 15: Reflection Time	Read: Self-analysis (SA) Instructions Complete/Submit: SA Paper
	Module 16: The Reading/Language Arts Frameworks & Common Core	Participate: Discussion Board
	Optional – Live Session: Q & A	Tune in at 6:00 PM (PST)
<u>Fresno State's Finals Week</u>	Self-Analysis Paper Due	Submit: Self-Analysis Paper
	Group Presentation Due	Submit: Group Ppt
	Final Exam Due	Submit: Final Exam Answers

Bibliography for LEE 278

- Cain, K., Compton, D. L., & Rouno, K. (2017). *Theories of Reading Development: Studies in written language and literacy*. Amsterdam, Netherlands: John Benjamin Publishing Company.
- Handsfield, L.J. (2016). *Literacy Theory as Practice: Connecting theory and instruction in K-12 classrooms*. New York, NY: Teachers College Press.
- Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching Reading Sourcebook*. Novato, CA: Arena Press.
- Ortlieb, E.T. (2014). *Theoretical Models of Learning and Literacy Development*. United Kingdom: Emerald Group Publishers.
- Ruddell, R.B., & Unrau, N. J. (2004). *Theoretical Models and Processes of Reading*. (5th ed.). Newark: International Reading Association.
- Robinson, R. & Conrad, K. (2012). *Issues and Trends in Literacy Education*. Harper Collins: Abc Book Publishers.
- Tracey, D. & Morrow, L. M. (2017). *Lenses in Reading: An introduction to theories and models*. New York, NY: Guilford Press.
- Wolfgang, I. (1980). *The Act of Reading: A theory of aesthetic response*. Baltimore, MD: John Hopkins University Press.