

University of North Carolina, Wilmington
Donald R. Watson School of Education

Education 558—Language and Literacy Foundations
Course Description and Syllabus—Fall 2003

A. Course Description—3 hours

Pre-Requisite or Co-Requisite, Edn. 551.

Co-Requisite, Edn 569.

Explores the development of language and literacy in relation to cognitive development. Develops conceptualization of reading and writing as psycholinguistic and strategic processes. Explores implications of theories of language and literacy development for teacher decision-making, teaching practices and school learning.

B. Contribution To Program

A required course in the M.ED. Program in Language and Literacy Education, this course develops concepts and theories

Relative to literacy education. Students acquire inquiry skills through course assignments and activities, through collaboration and projects and through reflective discussion and writing.

C. Focus Questions

This course begins exploration of the question: What is the relationship between language and literacy? However, in order to address this issue, several other questions need to be raised, for example: What is language? How do children acquire language? How do children acquire literacy? What role does the home dialect and/or language play in successful literacy in the schools? How does literacy fit into the bigger picture of education, and further, the political world? How does a child's culture interact with his/her literacy? What functions does literacy serve?

D. Goals for the class

At the completion of the course students will have a beginning level understanding of the concepts and issues subsumed in the following goals:

1. Understand key concepts related to language, linguistics, communication, psycho-linguistics.
2. Identify and interpret evidence of patterns of first-language, second-language and literacy acquisition.
3. Understand reading and writing as a communicative, meaning-construction processes and as cognitive,

psycholinguistic processes utilizing written and oral language-culture codes.

4. Understand the role of reading and language arts in policy decisions.
5. Understand patterns of language diversity and their implications for language and literacy education, policy and practices.
6. Understanding the role of prior knowledge and various sources of textual and non-textual information in reading.
7. Understand relationships between reading and writing at both the emergent and independent stages of literacy.
8. Understand issues and interpret research on such topics as phonics, comprehension, fluency, emergent literacy whole language, process writing, and critical literacy.

E. Course Requirements

1. Attend classes
2. Complete assigned and self-directed readings
3. Complete assigned and self-directed writing, including bi-directional journal
4. Participate in small-group and whole class discussion and activities
5. Complete three projects that involve observation and data collection on children's language and literate performance
6. Make class presentations on learning from observations of young learners
7. Complete one written paper to be turned in at end of semester

F. Evaluation

Attendance and classroom participation.....	10%
Written and oral presentation of data collection projects.....	
.....	30% total, 10% each
Bi-directional journal –minimum 10 entries.....	10%
Written paper: Mid-term check.....	15%
Final-to be turned in one week prior to last week of class.....	35%

Instructor--Dr. Kathy R. Fox, FoxK@uncw.edu

Office Hours: Mondays ---11:00-12:00

Wednesdays—11:00-3:00/5:30-6:15

Other appointment hours can be arranged

Office Phone: 962-3219

Located on 2nd floor of Randall Library

Texts for Fall 2003:

1. Kucer, Stephen. (2001). Dimensions of Literacy. Mahwah, NJ: Lawrence Erlbaum. Required
2. Written handouts to be handed out by instructor.

Class Sessions

Wednesdays, 6:30-9:15 p.m., King Hall, Room 208

Discussion Leader:

Week 1: _____

Week 2: _____

Week 3: _____

Week 4: _____

Week 5: _____

Week 6: _____

Week 7: _____

Week 8: _____

Week 9: _____

Week 10: _____

Week 11: _____

Week 12: _____

Week 13: _____

Week 14: _____

Week 15: _____

Week 16: _____