Seminar in Literacy Issues  
LTCY 624

Western Kentucky University  
Spring 2015

Instructor: Dr. Nancy Hulan  
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Office Hours: Please contact the instructor to schedule a meeting, Skype or phone call.

Prerequisites: LTCY 519; LTCY 528; LTCY 522

Course Description: Individual investigation of the research and descriptive literature in the field of reading

Rationale: This course provides the graduate student in education with the opportunity to do broad range, comprehensive investigation of research and descriptive literature in the field of reading and writing under the guidance of graduate faculty advisors. Individuals elect a plan of study based upon their individual interests and/or needs. Individuals will pursue a research study in literacy and review literature on a variety of literacy topics.

Course Objective and Assessment:

Students will develop a Comprehensive Literacy Project that includes the following dynamics:

- Implement and document the research project started in LTCY 522
- Evaluate the research project
- Present the project and Respond to oral questioning from the Literacy Faculty

This course addresses the following standards:

Kentucky Teacher Standards:
10.2,10.3: Leadership: Students will provide leadership within their school, community and/or profession by developing and implementing a plan in which they engage in leadership activities.

10.4: Students will analyze data to determine effects of their plan.

*Framework for Teaching Standards:*

4d: Professional responsibilities: Students will participate in a professional community.

*Intasc Standards:*

10: Leadership and collaboration: The teacher will seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*International Reading Association Standards for Reading Professionals:*

5: Literate environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6: Professional learning and leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

*Course Topics:*

Major topics to be considered:
  Approaches to reading and writing instruction, Adult Literacy Instruction, Causes of reading and writing difficulties, Collaborative reading and writing, Correction of reading and writing difficulties, Emergent literacy, Family literacy, Vocabulary development, Oral language development, Contemporary programs and trends in literacy
education, Historical or philosophical literacy issues, Reading fluency, Organization for teaching reading and writing, Clinical/classroom diagnosis, Formal an informal reading assessment, Use of technology to support reading and writing, differentiation, parent involvement, literacy development, response to intervention in literacy, word study

**Required Components:**

1. Conference(s) with the instructor will be arranged to evaluate progress and provide feedback and support.

2. Students will prepare summaries of, reactions to, research /descriptive paper on the topic of their project.

3. While encouraged to become acquainted with landmark research studies and descriptive articles, most literature within a literature review should be articles from current periodical literature.

4. The student and the instructor shall agree on the topics for study as well as the scope of the investigation.

NOTE: The Critical Performance for the Electronic Portfolio System is the formal paper generated from items 1-4 above. Specifically, in LTCY 624 students will

- IMPLEMENT and DOCUMENT the research project started in LTCY 522
- EVALUATE the research project
- PRESENT the project and
- Respond to ORAL QUESTIONING (by Literacy Faculty)

5. Students will orally share their progress with peers on a Google Hangout.

**Evaluation and Grade Assignment**
Assessment will include written reports, and reaction/research papers. The student must achieve minimum competency, otherwise the course must be repeated.
The grading scale for LTCY 624 is as follows:

A = 93 - 100%
B = 85 - 92%
C = 77 - 83%
D = 70 - 76%
F = 69% or less

Textbook:
Because of the nature of this course, textbook(s) and other printed materials will be negotiated between the instructor and the student in the initial conference.

For information on planning, preparing, conducting and writing a successful research paper you may want to check out the following Websites:

http://www.learnerassociates.net/dissthes/

http://www.kyvl.org/html/tutorial/research/

Qualitative Research Methods: A Data Collector's Field Guide - By Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey - found on-line (free) at: http://www.fhi.org/en/RH/Pubs/booksReports/QRM_datacoll.htm

Educators as Inquirers: Using Qualitative Inquiry - (selections) http://education.byu.edu/ipt/williams/index.html

All assignments must be typed. Use APA format for assignments. You WILL lose points if you do not use APA format. (12pt font, 1 inch margins, double-spaced). While the following cites can be useful, depend mostly on the APA manual, 6th edition itself for clarity.

- http://www.apastyle.org/elecgeneral.html
- http://www.apastyle.org/elecsource.html
- http://leo.stcloudstate.edu/research/apadocument.html
- http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796
- Citation Machine: http://citationmachine.net/
Plagiarism

University policy on academic honesty will be strictly observed. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Please review the following website for help in avoiding plagiarism: http://www.wku.edu/csa/policies/plagiarism.php

Supplementary Resources:


Journals:

Action in Teacher Education
Educational Researcher
Elementary School Journal
English Journal
Harvard Educational Review
Journal of Reading Behavior
Language Arts
Literacy Teaching and Learning
Kentucky Reading Journal
Multicultural Perspectives
Reading Horizons
Reading Improvement
Reading Psychology
Reading Research and Instruction
Reading Research Quarterly
Research in the Teaching of English
Review of Educational Research
Teacher Education and Practice
The Journal for Adolescent and Adult Literacy
The Journal for Literacy Research
The Reading Teacher
Urban Education

Student Disability Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
Calendar

You each created a timeline for your project that is specific to your needs. Follow that, with adjustments made when necessary based on conversations with the instructor, snow days, etc. In addition, you will be required to complete the following:

By February 9th conduct a phone call or meeting (skype or in person) with Dr. Hulan to discuss your progress. Select your date by January 28: [http://doodle.com/uc3pksmtg8edq3ff](http://doodle.com/uc3pksmtg8edq3ff)

By March 6th, conduct a phone call or meeting (skype or in person) with Dr. Hulan to discuss progress. Select your date by March 27: [http://doodle.com/ug338em8uwtgfdcv](http://doodle.com/ug338em8uwtgfdcv)

Between March 16 and 23, we will all meet in a Google Hangout to talk about your projects- I will send out a doodle to set up a time that works for everyone.

Your product should be completed by the beginning of April so that Dr. Hulan can give you suggestions for modifications and that the panel of Literacy faculty will have time to review the finished product before your oral presentation.

Dr. Hulan will set up your presentation times and will negotiate those with you and the Literacy faculty closer to the dates.