

California State University,
Northridge Michael D. Eisner
College of Education

**Syllabus for EED 668: Foundations of Literacy
Theory and Practice**

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Semester and Year: Summer 2025 **Modality:** Course will meet via zoom (CANVAS)

Course Date/Time: Monday 4:00-6:45 PM **Office Hours:** By appointment

The Michael D. Eisner College of Education's Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We strive to **positively impact** schools and communities.
- We value ethical practice and what it means to become **ethical and caring professionals**.

○ We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative, critical, and reflective thinking** and practice.

Course Description

Prerequisites: Admission to Reading, Literacy and Leadership Specialist Credential Program and/or master's program in EED or SED. Recommended Preparatory: EED 520 or equivalent, EED 577 or equivalent, teaching credential, OR SED 521 or equivalent, SED 525EN or equivalent, SED 529 or equivalent, teaching credential. Candidates will investigate theoretical perspectives in literacy development Pre-K through adolescence and apply theory to practical experiences in the field. Candidates will gain historical perspectives in literacy approaches from the early 20th century to the present. Emphasis will be placed on understanding the evolution of literacy practices from traditional needs to future 21st century needs, including cultural, critical, family, and digital literacies.

Candidates will complete various literacy tasks, including teaching using instructional strategies, in multiple contexts and field experiences.

The Michael D. Eisner College of Education Definition of Social Justice

As faculty, staff, and students, we are committed to social justice. In the MDECOE, we believe that **social justice is a form of activism rooted in the principles of equity and inclusion**. As a part of this process, we analyze how power, privilege, and oppression impact our social, political, and cultural identities. We seek to ensure that resources are distributed equitably, and all members of our community feel welcome.

Social justice involves all of us and invites us to develop our own agency and sense of responsibility toward others as we challenge inequities through study, struggle, and solidarity. Social justice is a collective, ongoing journey toward liberation.

We know social justice is happening when...

- We are informed by community members, prioritize collaboration, and create safe opportunities for staff, faculty, and students to share their experiences and ideas.
- We learn from the histories, scholarship, activism, and lifeways of those on the margins and make space for minoritized communities to speak for themselves.
- We take active roles to dismantle racial, linguistic, religious, economic, environmental, gender, sexual, and ability-based oppressions and challenge initiatives that may cause harm to students, staff, faculty, and community partners.
- We commit ourselves to creating justice-oriented solutions to complex problems and anticipating how oppressions intersect to create new forms of harm.
- We carefully consider and revise our curricula, instruction, recruitment strategies, research priorities, fiscal policies, and other initiatives to align with justice-oriented efforts in our departments, the MDECOE, and CSUN.
- We promote life, safety, autonomy, and sustainable relationships (with others and the earth) through shared struggle and solidarity.
- We distribute resources and labor expectations equitably and sustainably.
- We welcome compassion, conflict, and collaboration as necessary components for personal and collective growth.
- We dedicate ourselves to learning and growing as terms and vocabulary change, new organizing strategies are developed, and possible futures are envisioned and enacted.
- We remember that it is not perfection but the striving, together, that makes our work meaningful.

Course Objectives Related to the Reading, Literacy and Leadership Specialist Credential, Reading & Literacy Added Authorization, and/or Master's Degree

- Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts. (I,P,A)
- Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development. (I,P,A)

- Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills. (I,P,A)
- Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels. (I,P,A)
- Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks. (I,P,A)
- Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society. (I,P,A)
- Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education. (P,A)
- Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography.(I,P,A)
- Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. (I,P,A)
- Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century. (P,A)
- Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders. (I,P,A)
- Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.(P,A)

Student Learning Outcomes for Elementary MA Program

1. Students will reflect on their pedagogy, examining their practice and pedagogical content knowledge to support diverse students' learning needs.
2. Students will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
3. Students will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Students will expand their educational awareness by knowing current educational issues and how those impact schools.
5. Students will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

1.Assessment and Instruction

The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.

2. Instructional Materials

The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.

3.Teacher Support

The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.

4.Program Design and Evaluation

The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.

5.Professional Development

The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.

6.Professional Leadership

The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

All of the assignments listed below have been given a point value. You will be given a rubric, which we will discuss in class with predetermined criteria for each of the assignments. If you wish to challenge a grade you must make an appointment with me and come prepared with written reasons (referring to the rubric) you feel the grade should be changed. Adding the total points earned and dividing by the total points possible determine semester grades.

A 94-100%	C 73-76%
A- 90-93%	C- 70-72%
B+ 87-89%	D+ 66-69%
B 83-86%	D 63-65%
B- 80-82%	D- 60-62%
C+ 77-79%	F 59.9 % and below

Evaluation

Faculty Policy on Academic Dishonesty

Campus policy regarding student academic dishonesty and the CSU reporting requirements when faculty believe that a student has committed an act of cheating, plagiarism or fabrication, or has facilitated such an act is contained in the Catalog. This policy can be found at: <https://catalog.csun.edu/policies/academic-dishonesty/>
<https://catalog.csun.edu/policies/penalties-for-academic-dishonesty/>

Artificial Intelligence Policy

As part of our commitment to fostering a dynamic learning environment, the Elementary Education Department acknowledges the potential benefits and drawbacks of incorporating generative AI tools with course assignments and acknowledges that we may hold different personal and professional views on AI in education. By submitting assignments using an AI-content generator such as ChatGPT, students pledge to affirm that the work is their own and to attribute the use of any tools and sources. We expect all students to use AI tools ethically and responsibly and adhere to [CSUN's academic dishonesty policy](#).

Please access the complete description of the [EED AI Policy](#) .

Assignments

1. **Attendance (100 points):** Attendance is required on scheduled course meeting dates. Students are expected to have their camera **on** for the duration of the course.
2. **Weekly Participation (50 points):** You will be expected to attend class when scheduled and participate regularly. See class participation rubric posted on CANVAS.
3. **Reflective Technology Matrix (50 points):** Develop a literacy technology matrix, reflecting on literacy instruction in the past, present, and future, emphasizing the role of technology and digital advances in future literacy instruction and examining, and evaluating, and selecting technologies related to literacy to complement instruction. The matrix should demonstrate your ability to include online and offline literacy experiences.

include multiple genres and multiple perspectives, and emphasize the use of media and communication technologies. See directions and rubric posted on CANVAS. ***This assignment aligns to M.A. SLO 4 and RLLSC Portfolio Competency 4. (8.7, 8.10)***

4. **Book Club Presentation (100 Points):** Prepare a 45–60-minute presentation on the book you have been assigned to complete as a book club. The audience for this presentation is *Pre-Service teachers working on completing their credential*. The presentation should include the following components:

- (1) a summary of the book,
- (2) classroom applications/strategies learned from the book,
- (3) discussion questions and interactive activities
- (4) explicit instruction on how students learn to read with an emphasis on: phonology, morphology, orthography, linguistics, spelling, reading, and writing

The book club presentation will take place during a credential level literacy class, which might not always align with the course schedule. The date for the book club presentation will be set at the beginning of the semester. See directions and rubric posted on CANVAS. ***This assignment aligns to M.A. SLO 5 and RLLSC Portfolio Competencies 3 and 5. (8.1a, 8.1b)***

5. **Action Research Project (100 points):** Develop, design, and conduct an action research project focused on digital literacy and/or the integration of technology in literacy instruction. Project should include a literature review, demonstrating your ability to analyze research related to literacy education. This project will require the use of elementary aged students to complete, and may be conducted in the teacher's classroom, or outside of the teacher's classroom, depending on course schedule. ***This assignment aligns to M.A. SLO 3 and RLLSC Portfolio Competencies 3 and 6. (3.6, 7.7)***

6. **Role in the Professional Literacy Community (50 Points).** Students will join a professional literacy organization/network and submit an artifact demonstrating they have taken an active role in that organization/network. See directions and rubric posted on CANVAS. ***This assignment may align to M.A. SLOs #1-5 and RLLSC Portfolio Competencies #1-6 depending on which organization/artifact students choose.***

Each of the following assignments will be explained fully in class in plenty of time for you to prepare the assignment. You will be given further written instructions as well as a grading instrument for the major assignments and/or papers to guide you. Be sure if you have specific questions to contact me during office hours, after class or by e-mail.

Assignment	Point Value	Due Date
Attendance	100 Points	Throughout the Semester
Participation	50 Points	Throughout the Semester
Reflective Technology Matrix	50 Points	Throughout the Semester
Professional Book Club - Presentation	100 Points	December 2 nd and 9 th 2024

Action Research Project	100 points	November 18 th 2024
Role in the Professional Literacy Community	50 Points	October 7 th 2024

Required Course Text(s):

1. Hobbs, R. (2017) [*Create to Learn: An Introduction to Digital Literacy*](#). First Edition. Wiley Blackwell. Hoboken, NJ.
2. Wolf, M. (2018). [*Reader, Come Home: The Reading Brain in a Digital World*](#). NY: Harper Collins.

In addition to the two titles above, students will need to purchase a book from the professional book club list below. This book will be assigned in class, and students should not pre-purchase!

Professional Book Club List

1. Dehaene, S. (2009). *Reading in the Brain*. New York: Penguin Group.
2. Seidenberg, M. (2017). *Language at the Speed of Light: How We Read, Why So Many Can't, and What Can Be Done About It*. PA: Perseus Books.
3. Wolf, M. (2007). *The Proust and the Squid: The Story and Science of the Reading Brain*. NY: Harper Collins.

Please be reminded that the professional book(s), which you have been assigned are not specifically given reading times. You will be assigned these book(s) at the beginning of the semester, and you will have most of the semester to read them, and the month of November to complete the assignment. This means you and your partners will have to decide together about your reading schedule, when you will meet and how (i.e. face to face, ZOOM, email, etc.) to discuss your understandings and questions relating to the book(s) and the assignment. You will need to monitor your time carefully so that you do not end up trying to read and prepare for these assignments all at the last minute. Please remember I am available to meet with you upon request and I am also available by email.

Course Schedule

Week	Class Topics	Readings/Assignments Due
1	- Welcome & Introductions - What is digital literacy?	Review Course Syllabus and Assignments Prior to Class
2	- How can I incorporate information literacy skills into classroom activities? (3.6) - Utilizing print, media, and digital resources to empower students to function in a technology oriented society (3.6)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Part I Developing a Communication Strategy, Ch. 1 Create to Learn, Ch. 2 Getting Creative. (p. 1-28) (3.6) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter One: Reading, the Canary in the Mind (p. 1-14) (3.6)
3	- Action Research: what is it? - How to read education research with a critical lens (7.7) - How does the reading brain learn to read? - How can I make effective decisions about incorporating technology into my literacy instruction?	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch. 3 Decisions, Decisions & Ch. 4 Accessing and Analyzing Ideas (7.7). (p. 29-68) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Two: Under the Big Top An Unusual View of the Reading Brain (p. 15-34) (8.1a)
4	- Action Research: methodology part 1 - The Reading Brain: how do we learn to read and write? - How can technology impact instruction related to phonology, morphology, and orthography (8.1a)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch. 5 Creating Ideas & Ch. 6 Reflecting and Taking Action. (p. 69-102) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Three: Deep Reading- is it Endangered? (p. 35-68)
5	- Action Research: methodology part 2 - Blogs and Websites: Their impact on digital literacy - Technology and literacy in the past, present, and future	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Part II Nine Media Forms Help You Create to Learn & Ch. 7 Blogs and Web Sites. (p. 103-122) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Four: What will Become of the Readers We Have Been (p. 69-104) (8.1b)

6	• Action Research: Finding articles for literature reviews • Digital Audio Books • Podcasts: How can we tailor these for students? • Revisiting Technology & Literature in the Past, Present, Future • How can technology impact the relationship between linguistics, spelling, reading and writing? (8.1b) • Do psychological and sociolinguistic aspects of reading and writing get impacted by technology (8.1b)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch. 8 Digital Audio and Podcasting (p. 123-138) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Five: The Raising of Children in a Digital Age (p. 105-127)
7	• Action Research: Annotated Bibliographies • Images: how can we enhance nonfiction instruction with digital text features • Reviewing images and pictures with a critical lens	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch 9 Images (p. 139-154) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Six: From Laps to Laptops in the First Five Years: Don't Move Too Fast (p. 128-149)
8	• Action Research : analyzing, critiquing, and synthesizing articles related to literacy and digital literacy for my action research project (7.7) • Enhancing Text sets to include online and offline reading and literacy experiences (8.7) • Infographics & Data: how can these be utilized to enhance existing curriculum and digital literacies (8.7)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch 10 Infographics and Data Visualization (p. 155-168) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Seven: The Science and Poetry in Learning (and Teaching) to Read (p. 150-167)
9	• Action Research: Results & Findings • Technology Recap: how to examine and evaluate educational technology (8.10)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i>. Ch. 11 Vlogs and Screencasts (p. 169-186) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i>. Letter Eight: Building a Biliterate Brain (p. 168-187)

10	- Action Research: Summary & Conclusion - Digital Literacies: how to use video productions and other technologies to complement my instruction (8.10)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i> . Ch. 12 Video Production (p. 187-204) Wolf, M. (2018). <i>Reader, Come Home: The Reading Brain in a Digital World</i> . Letter Nine: Reader, Come Home (p. 188-206)
11	- Action Research: Limitations, Discussion & Critique - Production: How can I use new technologies to communicate with various stakeholders (8.10)	Hobbs, R. (2017) <i>Create to Learn: An Introduction to Digital Literacy</i> . Ch. 13 Animation, Ch. 14 Remix Production & Ch. 15 Social Media . (p. 205-250)
12	- Action Research: Next Steps - Digital Literacies: Where are we now and where we going? - Final Thoughts & Closure	<i>Readings TBD emphasizing artificial intelligence and literacy instruction</i>

Additional Resources:

International Literacy Association position statements found online at:

<https://www.literacyworldwide.org/get-resources/position-statements>

NCTE position statements found online at: www.ncte.org.

Additional selected readings from the journals and websites of professional organizations. Websites you'll want to know and explore for literacy materials:

International Literacy Association (IRA) www.reading.org

California Reading Association (IRA affiliate)

www.californiareading.org National Council of

Teachers of English (NCTE) www.ncte.org California

Teachers of English (NCTE affiliate) www.cateweb.org

California Department of Education www.cde.ca.gov

Center for the Improvement of Early Reading Achievement (CIERA)

http://www.ldonline.org/articles/Center_for_the_Improvement_of_Early_Reading_Achievement,_University_of_Michigan

EED 668 Selected Bibliography

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LEGEND

Standard	Text	I / P / A	Location
3.6	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	I	Week #2 P. 8
3.6	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	P	Week #2 P. 8
3.6	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	A	Assignment: Action Research Project P. 6
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	P	Week #8 P. 9
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	A	Assignment: Action Research Project P. 6
8.1	Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the	I	Week #3 P. 8

	structure of the English language, including phonology, morphology and orthography.		
8.1 a	Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography.	P	Week #4 P. 8
8.1 a	Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography.	A	Assignment: Book Club Presentation P. 6
8.1 b	Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.	I	Week #5 P. 8
8.1 b	Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.	P	Week #6 P. 9
8.1 b	Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.	A	Assignment: Book Club Presentation P. 6
8.7	Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.	P	Week #8 P. 9
8.7	Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy	A	Assignment: Reflectiv

	experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.	e Technol ogy Matrix P.5
8.1 0	Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.	I Week #9 P. 9
8.1 0	Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.	P Weeks 10 & 11 P. 10
8.1 0	Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.	A Assignm ent: Reflectiv e Technol ogy Matrix P. 5