The MALT 611, Foundations of Literacies, 14-week course is designed to represent a theoretical overview – one that serves as an umbrella for the two methods courses that students will take along with it. It is important that this course be distinguished from MALT 606 and MALT 608 both of which are methods courses that will provide pragmatic or, if you will, methodological approaches to the teaching of literacy at the secondary level. MALT 611, on the other hand, is intended to support candidate’s growing conceptual appreciation for the complexities of the literacy acquisition process. Its various objectives center on the importance of understanding reading, writing and oral language as integrated reciprocal processes that are hugely influenced by contextual variables.

**Semester Two**

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| MALT 611 Foundations of Literacies | MALT 611 Foundations of Literacies |
| MALT 606: Single Subject Methods III: Content Area Teaching | MALT 608: Single Subject Literacy Methods IV: Content Area Literacy and Assessment |

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each 7-week methods course and ten hours will be completed in the 14-week Foundations of Literacies course.**

**The Objectives**. There are 6 objectives outlined for this course. They emphasize the central nature of oral language processing in terms of its relationship to students’ developing proficiency with reading and writing. Also, the objectives emphasize the centrality of the written language process to students’ articulation of thought. As well, assessment processes are represented as integrally related to teaching of literacy. Candidates ought to begin to appreciate the variables that contribute to a supportive classroom context as well as the role that power relationships have in influencing the classroom context.

**The Assignments**. There are four assignments outlined for the course which are reasonably well explained in the syllabus. The *synthesis papers* will demand skill on the part of writers many of whom will be unfamiliar with written academic discourse. Thus, feedback for these writings should be supportive and explicitly outline pointers about voice, thought formulation, organization and overall coherence. APA elements may need explicit attention as well. It will be opportune if some time can be dedicated to writing groups in class so that writers can share their developing thoughts with one another and become relatively facile with offering peer feedback to writing partners. *Discussion groups* are essential to candidates’ growing appreciation for the readings, theoretical presentations, and reference to resources presented throughout the course. They should become a regular fixture as these various course elements are digested by candidates. The *literacy diagram and biography* provide an opportunity for students to formulate a “story” about the literacy path they have taken as they reflect on the early home and school influences that shaped their identity as a reader and writer. These stories will be varied. The varied discussions students have as this assignment is produced will reveal differing backgrounds and school experiences. Realizations about the importance of contextual variables on the development of literacy should be formulated as a result of involvement with this assignment. The *genre inquiry project* invites candidates to focus on a particular genre and explore its dimensions from varying perspectives as explained in the syllabus.