

**George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL) Program**

**EDRD 630
Advanced Literacy Foundations and Instruction, Birth to Middle Childhood
3 Credits**

Summer 2011

Instructor: Shanon D. Hardy, Ph.D.
Time: 4:30 – 7:10
Dates: Mondays and Wednesdays –
Beginning May 16 – thru June 29 (no class on May 30)
Room: Prince William Campus, Bull Run Hall #249
Office Hours: Before or after class and by appointment
Telephone: (W) 703-993-9717
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COURSE DESCRIPTION:

Advanced study of literacy theory, research, and practice as it relates to younger learners. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

Prerequisite(s): Admission to the literacy emphasis, or permission of program coordinator.

NATURE OF COURSE DELIVERY:

This class will be structured around discussion and small group activities; it is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the text and its relation to your teaching experiences, course assignments, and projects, and to ask questions for clarification, exploration, or to promote discussion. The instructor will use a lecture method periodically for brief periods of time. Students will also be engaged in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

A. International Reading Association Standards 2010

Standard 1: Foundational Knowledge. Students understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1:1 – *Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

Element 1:2 – *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

Element 1.3 – *Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.*

B. Relationship of Course to Program Goals and Professional Organizations:

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

C. Virginia Department of Education Standards:

Candidates demonstrate expertise in:

- Developing students’ phonological awareness skills
- Promoting creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- Explicit phonics instruction, including an understanding of sound-symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
- Morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- Structure of the English language, including an understanding of syntax, semantics, and vocabulary development.
- Systematic spelling instruction, including awareness and limitations of “invented spelling” and orthographic patterns.

REQUIRED TEXTS:

Barone, D. M., & Morrow, L. M. (Eds.). (2003). *Literacy and young children: Research-based practices*. New York: The Guilford Press.

Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write*. Sixth Edition. Boston: Allyn & Bacon.

ELECTRONIC RESOURCES:

Articles: Available electronically through GMU Library website (<http://library.gmu.edu/>, click on ‘e-reserves’ on the column on the right, click on Search electronic reserves,’ selected the course (EDRD 630-6P1) and the instructor’s name (Shanon Hardy); enter the Password: *reading*.)

Optional Texts:

American Psychological Association (2001). *Publication Manual of the American Psychological Association 6th ed.*. Washington, DC: Author.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Electronic Requirements:

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents.

Blackboard can be accessed by going to

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

General Requirements:

A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – <http://www.apastyle.org/pubmanual.html>. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

Specific Course Requirements:

1. The **completion of all readings** assigned for the course is assumed. In addition, reading in professional journals is required for the research report. Because the class will be structured around discussion and small group activities pertaining to literacy from birth to grade four, it is imperative that you keep up with the readings and participate in class.

2. **Article Summaries:** Each student will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different sections (I, II or III) listed on page 7. The summaries will be due on the day the article is discussed in class (as listed on schedule). An example will be provided.

Summary components:

- Include the purpose of the article; main points of the article; critical comments/reflection (strengths, weaknesses) and your own reflection on the article (reflection is based on previous knowledge or experience).
- The summaries must demonstrate graduate level writing (at a minimum this means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Length: one-two pages (avoid exceeding two pages)
- Your article summary needs to include the article reference in APA style.
- Each student will need to discuss the summaries during the regular class discussion of that article (see Discussions below)

The two summaries are worth a total of 20 points. Each summary is worth 10 points.

3. **Discussion of selected articles:** Students will lead an informal discussion concerning their selected article summary critiques. All discussions must include at least two questions for the class or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You need to summarize the article, not re-state the article in full.

The discussion leader activity plus your overall class participation is worth a total 10 points.

4. **Read Alouds:** Students will demonstrate read alouds/think alouds of a children's literature book. Criteria for evaluation will include ability to state objectives for read aloud. The read alouds/think alouds will be modeled in class. **This assignment is worth 5 points.**

5. **Group graphic organizer** and class demonstration of specific **phonic instruction** synthesized from class readings. For this assignment a group of three/four students will focus on one type of phonics instruction (synthetic, analytic, word study, spelling, embedded) and demonstrate the implementation of the phonics approach in a classroom

context. The group will present the approach through a graphic organizer including main points of the phonic approach. Demonstration can take any form the group selects. Evaluation of this activity will include ability to translate research on phonics to a demonstration.

The group graphic organizer is worth 5 points.

6. **Theory Application**: Students will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). An initial representation will be done in the first class. Students may then add other literacy practices, or strategies that are used in instructing students in literacy. The theory application assignment will consist of aligning literacy practices with literacy theories (behaviorism, psycholinguistics, cognitive psychology, sociolinguistics, engagement – discussed in class). Students will need to be specific about what aspects of the instructional approach reflect the theories learned. Note that instructional implications/examples may draw from more than one theory. Students will briefly explain their theory/practice understanding.

This assignment is worth 10 points.

7. Performance Assessment Assignments: Emergent Literacy Scenario (IRA Standard1 – Foundational Knowledge - 1.1, 1.2., 1.3

This assignment is designed for you to demonstrate your understanding of emergent literacy in all young students' reading and writing development (linguistic, motivational, cognitive, and sociocultural factors). Your scenario could be real or hypothetical but must represent a young child noting how the child's behaviors, observations, and cognitive and language processes, and his/her reactions to home/school environment indicate the main elements of emergent literacy. The assignment will consist of three parts – presentation overview, powerpoint, and references.

The three sections will consist of:

1. A one-two page overview of the purpose of the presentation, importance for student's literacy development, and rationale for selection of the audience (educators, administrators, families, second language learners).
2. A powerpoint presentation for other educators/or other audience (administrators, families) that demonstrates your understanding of the essential components of emergent literacy. To be included in the powerpoint:
 - a. History of major theories in the field of literacy and relationship to emergent literacy (reading readiness theory should be included)
 - b. Description of emergent literacy principles and how they contribute to a student's writing and reading process (social, cognitive and physical process)
 - c. Emergent literacy practices that are appropriate for English Language Learners (second language acquisition)
 - d. Examples of possible emergent literacy practices in a classroom that foster individual students motivation to read and write (non-examples for contrast and comparison)

3. Select at least three scholarly articles to be used in preparation of the presentation. Two of the three articles may be from class readings. Appropriate citation of research included in the presentation, APA style.

In this assignment, all aspects of emergent literacy discussed in class and in readings must be present in the presentation, including language development.

This assignment is worth 25 points.

This performance-based assessment (PBA) MUST be uploaded *and* submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

8. Topic Paper:

Each student will write a 6 to 8 page topic paper (not including references) related to a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from birth to grade four the topic for the paper must address typical literacy learners in this age range.* The paper needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address the diverse families and children who are present in Northern Virginia. Details about the paper will be provided and discussed in class. We will discuss in class when you will be responsible for having drafts of your writing to share some classmates and provide and receive feedback.

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing). Specific criteria for different sections and aspects of the paper will be discussed in class. Each student will also make a 5 minute informal class presentation on her/his topic to the class on the last class session.

The paper and presentation are worth 25 points. Final paper is due July 2, 2011.

*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards**. Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor.**

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard and are included in the syllabus.

Suggested Literacy Related Journals for Topic Paper

- College English
- Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Reading Online

- Reading Research and Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Written Communication
- Yearbooks of the National Reading Conference
- Yearbooks of the College Reading Association

EVALUATION:

Assignment	Points
Article Summaries [2 summaries]	[10 each] 20
Discussion of Selected Articles and Overall Participation in Class	10
Group Graphic Organizer on Phonics	5
Read Aloud Activity	5
Theory Application	10
*Performance Assessment Assignment: Emergent literacy scenario/presentation	25
Topic Paper	25
All Course Assignments	100

<i>Grading Scale</i>	
A	94 – 100
A-	90 – 93
B+	85 – 89
B	80 – 84
C	70 – 79
F	COURSE REQUIREMENTS NOT MET

ARTICLES AND ASSIGNED READINGS TO CHOOSE FOR SUMMARY/REFLECTION ASSIGNMENT:

I. Language and Emergent Literacy Group:

1. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children*, (pp. 137-150). New York: Macmillan.

2. Teale, W. (2003). Questions about early literacy learning and teaching that need asking – and some that don't. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 23-44). New York: Guilford Press.
3. Gaskins, I. W. (2003). A multidimensional approach to beginning literacy. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 45-60). New York: Guilford Press.

II. Phonics, Fluency, Balanced Literacy, Whole Language Group, Spelling Group:

1. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
2. Fountas, I.C., & Pinnell, G. S. (1999) What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay*. Portsmouth, NH: Heinemann.
3. Morrow, L. M. (2009). Writing, spelling, and literacy development. In L. M. Morrow (Ed.), *Literacy development in the early years: Helping children read and write*. (pp. 233-282). New York: Pearson.
4. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
5. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
6. Kuhn, M. (2003). How can I help them pull it all together?: A guide to fluent reading instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 210-225). New York: Guilford.
7. Stahl, S. A. (2003). No more "madfaces": Motivation and fluency. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 195-209). New York: Guilford.
8. Barone, D. M. (2003). Caution, apply with care: Recommendations for early literacy instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 291-308). New York: Guilford.

III. Engaged Reading. Digital Literacies

1. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
2. Morrow, L. M. (2005). Chapter 8: Motivating reading and writing. In L. M. Morrow (Ed.) *Literacy development in the early years: Helping children read and write*. New York: Pearson.
3. Karchmer, R. A., Mallette, M. H., & Leu, D. J. (2003). Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 175-194). New York: Guilford.

Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Readings	Assignments
1. 5/16/11	Orientation and Introductions Hand out Alexander & Fox	Au (1997) <i>Literacy for all students; Ten steps toward making a difference.</i> (Distribute in class)	Blackboard Explanation/ Demonstration
2. 5/18/11	Historical Perspectives: Language & Literacy	Alexander & Fox (2004) <i>A historical perspective on reading and practice</i> Anderson (1994). <i>Role of the reader's schema in comprehension, learning, and memory.</i>	Literacy Theories Schema Theory
3. 5/23/11	Language & Literacy	Ruddell & Ruddell (1994). <i>Language acquisition and literacy processes.</i> Snow, Burns, & Griffin (1998). <i>Preventing reading difficulties before Kindergarten.</i> Morrow: Chapter 4. <i>Language & vocabulary development.</i>	DUE: A list of the two articles you've chosen to critique. Sign-up sheet provided.
4. 5/25/11	Emergent Literacy & Early Literacy	Neuman: NAEYC (1998). Learning to read and write: Developmentally appropriate practices for young children. Distributed in Class previous week	Sign up for read-alouds/think aloud demonstrations. Sign-up sheet provided.

		<p>Mason & Sinha (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development.</p> <p>Barone & Morrow: Chapter 2 – Teale: (<i>Questions about early literacy learning and teaching that need asking</i>).</p> <p>Barone & Morrow: Chapter 3 - Gaskins (<i>A multidimensional approach to beginning literacy</i>).</p>	
5. 6/01/11	Theoretical Perspectives in literacy	Theory Presentations	DUE: Theory Assignment
6. 6/06/11	Phonics/Phonemic Awareness	<p>Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). <i>Everything you wanted to know about phonics (but were afraid to ask)</i></p> <p>Morrow: Chapter 5 – <i>Strategies to figure out words: Phonological awareness, phonemic awareness, and phonics.</i></p> <p>Barone & Morrow: Chapter 8 –Invernizzi (<i>Concepts, Sounds, and the ABCs: A diet for a very young reader.</i></p>	<p>Due: Choice of topic for topic paper (tentative)</p> <p>Two Read Alouds</p>
7. 6/08/11	Phonics/Phonemic Awareness (Part 2)	Fountas, I. C., & Pinnell, G. S. (1999) <i>What does good first teaching mean?</i>	<p>Two Read Alouds</p> <p>Research Demonstration</p>

		Dahl, K., L., Scharer, P. L. Lawson, L. L., & Grogan, P. R. (1999). <i>Phonics instruction and student achievement in whole language first-grade classrooms.</i>	
8. 6/13/11	Balanced Literacy (Part 1)	Morrow: Chapter 9 – <i>Organizing and managing the literacy program.</i> Avalos, Plasencia, Chavez & Rascon (2007). <i>Modified guided reading: gateway to English as a second language and literacy.</i>	Small Group Work – Phonics Demonstrations Three Read Alouds
9. 6/15/11	On-Line Class: Discussion – Writing Theory WIKI Workshop Online	Tompkins, G. E. (2004). <i>Understanding the essential characteristics of the writing workshop.</i> Morrow: Chapter 7 <i>Writing, spelling, and literacy development</i> Laman & Van Sluys (2008). <i>Being and becoming: Multilingual writers’ practices</i>	Complete Online Assignment
10. 6/20/11	Balanced Literacy (Part 2) Phonics Demonstrations	Barone & Morrow: Chapter 16 – Barone (<i>Caution, apply with care: Recommendations for early literacy instruction</i>).	DUE: Group Phonics Demonstrations and Graphic Organizers
11. 6/22/11	Spelling/Fluency And Review of Balanced Literacy	Templeton, S., & Morris, D. (1999). <i>Questions teachers ask about spelling.</i>	Two Read Alouds

		<p>Barone & Morrow: Chapter 12 - Kuhn (<i>How can I help them pull it all together: A guide to fluent reading instruction</i>).</p> <p>Barone & Morrow: Chapter 11 – Stahl (<i>No more “madfaces”: motivation and fluency development with struggling readers</i>).</p>	
12. 6/27/11	Emergent Literacy Scenarios/Conferences	<p>Presentations: Bring e-copies to class to upload to TaskStream.</p> <p>Individual Conferences</p>	<p>Two Read Alouds</p> <p>DUE: Emergent literacy scenarios</p> <p><u>UPLOAD AND SUBMIT TO TASKSTREAM TO ENSURE FINAL GRADE</u></p>
13. 6/29/11	Technology, Families & Engagement	<p>Baker, L. (1999). <i>Opportunities at home and in the community that foster reading engagement</i>.</p> <p>Morrow: Chapter 8 – Motivating Reading and Writing.</p> <p>10 - Karchmer, Mallette, Leu (<i>Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies</i>).</p> <p>Taboada, Guthrie, &</p>	<p>Three Read Alouds</p>

		McRae: <i>Building engaging classrooms.</i>	
14. 7/1/11	Topic Papers Due		Topic Papers DUE Email to Instructor

E-Journal Reserves References

1. Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes in reading (5th edition)* (pp. 33-68). Newark, DE: International Reading Association.
2. Anderson, D. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell (Ed.) *Theoretical models and processes in reading (4th edition)* (pp. 469-482). Newark, DE: International Reading Association.
3. Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher*, 61, 318-329.
4. Baker, L. (1999). Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaged reading* (pp. 105-133). New York: Teachers College Press.
5. Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34(3), 312-341.
6. Fountas, I. C., & Pinnell, G. S. (1999). What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay* (pp. 165-185). Portsmouth, NH: Heinemann.
7. Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts*, 85(4), 265-275.
8. Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Eds.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan.
9. National Association for the Education of Young Children (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young children*, 30-46.
10. Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes in reading (4th edition)* (pp. 83-103). Newark, DE: International Reading Association.

11. Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties before kindergarten. In C. Snow, S. Burns, & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-171). National Research Council.
12. Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-356.
13. Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.
14. Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112.
15. Tompkins, G. E. (2004). Understanding the essential characteristics of the writing workshop. *Teaching writing* (pp. 1-15). Upper River Saddle, NJ: Pearson.

EDRD 630
Scoring Rubric for Article Summaries

	Exceeds Expectations	Meets Expectations	Below Expectations
APA Reference 1 point		Minimal Errors	Numerous Errors
Purpose 1 point		Clearly stated and reflects the authors stated purpose	Purpose statement is unclear and does not reflect the authors stated purpose
Summary 3 points	Summarizes and synthesizes the key points concisely and accurately	Summarizes the article accurately	Describes different points covered in the article
Critical Comments/ Reflection 4 points	Addresses specific strengths and weaknesses by providing a clear reason for why the points are strengths or weaknesses. Compares and contrasts the points to other readings covered in the course. Reflection summarizes thoughts about the article and includes a rationale for the statements made	Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article	Addresses only strengths. Reflection describes thoughts about the article
Clarity of Writing (Mechanics) 1 point		Minimal grammatical or spelling errors	Multiple errors

**EDRD 630 – Theory Application
Rubric 10 points**

	No Evidence	Developing (Limited evidence)	Proficient (Clear evidence)	Exemplary (Clear, convincing and substantial evidence)
Literacy Practices	No evidence of literacy practices in assignment (0 points)	Few literacy practices (1 – 2) are described and aligned with theorists (1 point)	Some literacy practices (3-5) are described and aligned with theorists (2 points)	A variety of literacy practices (6-8) are described and aligned with theorists (3 points)
Theory	Description and synthesis is unclear with practices (0 points)	Describes and synthesizes the key points of one theorist accurately and concisely. Link between practice and theorist unclear. (1 point)	Describes and synthesizes the key points of most of the theorists accurately and concisely. Evident link between practice and some of the theorists. (3 points)	Describes and synthesizes the key points of theorists accurately and concisely. Evident link between practice and theorist for all practices (5 points)
Presentation	Does not present key concepts and ideas (0 points)	Concepts or ideas are not focused or developed; the main purpose is not clear. Main points are difficult to identify (.5 point)	Concepts or ideas are focused but the main purpose is not clear. Main points are presented in a disjointed manner (1 point)	Thoughtful ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. Main points are clear and organized effectively. (2 points)

EDRD 630: Scoring Rubric for Literacy Topic Papers – 25 points

	Exemplary	Proficient	Developing
<p>Introduction and Overview</p> <p>5 points Possible</p>	<p>States purpose/rationale for studying the topic</p> <p>States definitions related to the topic</p> <p>Summarizes key points by synthesizing and analyzing relevant research and theory</p> <p>5 points</p>	<p>States purpose/rationale for studying the topic</p> <p>States definitions related to the topic</p> <p>Does not include any current research pertaining to topic</p> <p>4- 3 points</p>	<p>Limited introduction and no definitions/key points of research stated</p> <p>2-0 points</p>
<p>Literature Review (current trends)</p> <p>10 points Possible</p>	<p>Describes and summarizes current questions and issues in the literature on the topic</p> <p>Summarizes key points by synthesizing and analyzing relevant research and theory</p> <p>Links key points to related research and theory by using relevant references</p> <p>10 points</p>	<p>Describes and summarizes current questions and issues in the literature on the topic</p> <p>Summarizes key points by synthesizing and analyzing relevant research and theory</p> <p>Does not link key points of new research to prior research</p> <p>9 – 5 points</p>	<p>Limited description of articles/no summary</p> <p>4 – 0 points</p>
<p>Conclusions and Implications (Future Directions)</p> <p>10 points Possible</p>	<p>Describes and summarizes future directions: Potential research on the topic and applications of the topic to practice; Links key points to related research and theory by using relevant references</p> <p>10 points</p>	<p>Describes and summarizes future directions: potential research on the topic and applications of the topic to practice</p> <p>No review of key points</p> <p>9-5 points</p>	<p>Limited description of future research/application to practice</p> <p>4-0 points</p>