

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Teaching Culturally, Linguistically Diverse & Exceptional Learners Program



EDRD 515-001 (CRN 81003): Language and Literacy in Global Contexts
Fall 2015
3 Credits

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Meetings: Thursday 7:20-10

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition, the complexity of language development, and that of the reading process are examined. Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and literacy assessment for all learners. Explores sociocultural perspectives on literacy. Requires 20 hours of PK-12 classroom fieldwork.

C. Expanded Course Description

N/A

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Develop an understanding of literacy, how students develop as readers and writers, and how to support that development
2. Develop a deep understanding of the theoretical orientations that have and continue to be influential in teaching reading and writing
3. Develop an awareness of the cultural factors that influence a student's development of literacy skills
4. Develop an understanding of ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
5. Determine ways in which to engage students in literacy activities
6. Develop an awareness of literacy assessments and resources for developing student literacy skills

Standards: The following standards will be address in this course:

ACEI Standards:

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.2 Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote

the intellectual, social, emotional, physical growth and well-being of children.

TESOL Standards:

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

INTASC Standards:

Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sub-standard 1g: The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Sub-standard 1h: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

Sub-standard 1j: The teacher takes responsibility for promoting learners' growth and development.

Sub-standard 1k: The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Sub-standard 2j: The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

Sub-standard 2k: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

ACTFL Standards

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Further, EDRD 515 addresses the following essential understandings in the **IB Teaching & Learning Certificate**

F. Teaching methodologies and the support of learning

G. Differentiated teaching strategies

H. Selection and evaluation of teaching and learning materials

I. The principles of assessment

N. The principles of reflective practice

Required Texts:

Herrea, S. G, Perez, D. R., & Escamilla, K. (2011). *Teaching reading to English language learners: Differentiating literacies*. New York, NY: Pearson.

Moats, L.C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD Paul H. Brookes Publishing Co.

Nature of the Course:

This course is a seminar and will consist of lectures, large and small group work, and discussions that are structured around the course readings, individual assignments, and inside and outside class activities.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.

- Relevant Websites:

Practitioner Research as Staff Development:

<http://www.valrc.org/resources/research/introduction.html>

American Psychological Association

<http://www.apa.org>

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.

- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.*

Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate “international cohort” on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check “international cohort” as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

OTHER POLICIES

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the

next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Attendance Policy: Students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog).

COURSE REQUIREMENTS

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments, the Project Based Assessment (PBA), field work log, and field work reflection. These final assignments will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins and double-spaced unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.*

1. Participation (10%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

2. Reading Responses (15%)

Writing about what you have read is a useful way to synthesize your learning. In the reading responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **six (6)** reading responses, and you may pick and choose which readings to which you wish to respond. Responses should be one page, single-spaced and in a legible 12-point font.

3. Creating a Culture of Literacy (15%)

One of the most important things to think about as literacy instructors is how to create a literacy rich and friendly environment in which reading and writing are encouraged. For this assignment, each student will craft a 4-6 page paper in which the following issues are considered: 1) in what ways will you work to develop a culture of reading? In other words, what classroom routines and practices will you establish to promote and sustain literacy development? 2) How will you ideally set up a literacy space in your classroom? Define the space physically, describe the resources that would be available in the space, and explain how you envision the space being used.

4. Independent Reading Project (15%)

Each student will select a current text in the field of literacy education and create a book review. The purpose of the book review is to examine how the concepts and ideas of literacy are portrayed in contemporary and seminal literature. Texts must be pre-approved by the instructor, and only one student may review a given text. The book reviews, when completed, will be posted online on Blackboard, so that all participants in the class will have the opportunity to get a quick glimpse of the text and perhaps find additional texts on the subject that they wish to read.

5. Field Experience and Field Experience Reflection (10%)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process of conducting the work necessary to complete the Student Literacy Study.

***Field Logs and Field Experience Reflections to be uploaded on Blackboard**

6. Performance Based Assessment – PBA (30%)

The PBA for this course is the *Student Literacy Study*. The purpose of the study is to begin to learn about literacy learners in a holistic sense; it provides the student with an opportunity to learn about one student, the community in which he/she lives, and how the student views him/herself as a literacy learner. Students will conduct interviews, perform reading inventories, and engage the learner in developmentally appropriate literacy activities. It is important to note that these activities are introductory in nature. Each student will be required to select a child or adolescent with which to work for this project.

It is important to begin planning for your Student Literacy Study very early in your Field Experience in order to complete sufficient activities and observations with your target student. The Student Literacy Study will count for **30%** of your final grade. Further information on the project and the rubric can be found at the end of this syllabus.

Assignment Summary:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	10	All	Throughout class
Reading Responses	15	All	9/24,10/15,11/12
Creating a Culture of Literacy	15	1, 2, 3, 5	10/1
Independent Reading Project	15	1, 2	10/29
Field Experience and Reflection	10	All	12/10
Performance Based Assessment (PBA): <i>Student Literacy Study</i> *	35	All	12/3

***Designated Performance Based Assessment**

BLACKBOARD REQUIREMENTS

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Student Literacy Project to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Course Schedule

Date	Topics, Readings, Activities and Assignment Due Dates
9/3	Introductions, What do you want to learn? Discussion of Syllabus and Assignments Small group discussions Reading: Herrera, et al Ch 1; Moats Ch 1
9/10	Teaching CLD Students Small group discussion of Language Knowledge Survey Reading: Herrera, et al, Ch 2; Research articles TBA
9/17	Resources to Support Literacy Development Discussion of research articles using Literature Circles Reading: Research articles TBA
9/24	Theories of Multilingual Development First set of two Reading Responses DUE (Hard copy) Small group sharing in class Reading: Herrera, et al, Ch 3; Moats, Ch 3
10/1	Phonemic Awareness Creating a Culture of Literacy Project DUE (Turn in hard copy in class) Small group sharing in class
10/8	Spelling Inventoy: Moats Appendix A Reading: Herrera, et al, Ch 4; Moats, Ch 8
10/15	Phonics Instruction Second set of two Reading Responses DUE (Hard copy) Small group sharing in class Reading: Herrera, et al, Ch 5; Moats, Ch 4 Research articles TBA
10/22	Strategies to build vocabulary Reading: Herrera, et al, Ch 6; Moats, Ch 7
10/29	Strategies to build comprehension Independent Reading Project DUE (Turn in hard copy in class) Email by midnight 10/29 to be posted on Bb. Small group sharing in class Reading: Herrera, et al, Ch 7; Research articles TBA
11/5	Fluency in Reading Reading: Herrera, et al, Ch 8

- 11/12 Supporting Writing Skills
Third set of two Reading Responses DUE (Hard copy)
Small group sharing in class
Reading: Herrera, et al, Ch 9; Research articles TBA
- 11/19 Assessment and Monitoring of Reading and Writing Skills
- 11/26 **Thanksgiving Break**
- 12/3 **Student Literacy Project DUE (Turn in hard copy in class)**
Submit to Blackboard
Small group sharing
- 12/10 **Fieldwork Log and Field Work Reflections DUE to Blackboard**
Share your favorite Children's Literature Book
Wrap Up
Class Evaluations

Guidelines for Student Literacy Study

The student literacy study is a robust profile of one focal student that you observed and worked with in a school context. The study is based on your written observations, interactions with the student, and literacy activities with which you engaged the student. The study should include general descriptive information about the student, a contextualization of the student's home, school and community, and an analysis of the student's relationship with literacy. The purpose of this assignment is to not only to observe your student, but also to collect data systematically so that you gain insight into his or her literacy skills, literacy development, and relationship to literacy.

Data for this project can be collected through a variety of means: lesson plans, narratives, sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, directed activities, reading protocols, or other student work products. It is not necessary to use all of these means to collect data during your Student Literacy Study; however, it is very important to use a *variety of means to collect your evidence*.

If you are not currently a teacher, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data. Most schools will allow you to collect general information about a child as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents, be sure to obtain any needed permissions before you begin. If you are a practicing professional follow the guidelines in your school policies.

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, student, and teacher. At no point should anyone be able to identify the student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated.

Each case study will include the following:

1. Description on the focal student (age, language skills, school context)
2. Description of the sociocultural context (home, school, and community)
3. Description of the student's attitude and response to reading
4. Description of the student's reading profile
5. Recommendations for the student's literacy development
6. Reflection of what you've learned by doing a child study describing your experience

Support your analysis and conclusions with specific examples from your observations, field notes, lessons, student products, or interviews. Do not send all of your evidence - just submit those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observational) to support your analysis - you must demonstrate the use of multiple methods to collect your evidence.

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA format. Attach samples, field notes, or other artifacts as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

Each student is required to complete a minimum of 20 hours of fieldwork. Using your fieldwork time can also provide your evidence for your Student Literacy Study. *If you cannot use your*

fieldwork site to complete your Student Literacy Study then you will need to arrange other opportunities to complete your Student Literacy Study.

PBA Rubric

Criteria/Level	Excellent 4	Exceeds Standards 3	Meets Standards 2	Not Met 1
Description of the student	Description of the student gives a comprehensive picture of the student	Description of the child gives a clear picture of the student	Description of the child gives an incomplete picture of the student	Little to no description of the student is provided
Socio-cultural context	Provides a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status	Provides a very good description of the family, school, community and culture, including language and socio-economic status	Provides a satisfactory description of the family, school, community and culture, including language and socio-economic status	Description of sociocultural background is vague and unclear
Student attitude and response to reading	Provides a clear and descriptive picture of the student's attitude towards reading with ample evidence to support the analysis	Provides a mostly clear and descriptive picture of the student's attitude towards reading with strong evidence to support the analysis	Provides limited description of the student's reading attitude with some evidence to support the analysis	Provides little to no description of the student's attitude towards reading and/or provide little to no evidence to support the analysis
Summary of the student's reading profile	Provides a clear and robust description of the student as a reader and writer, and provides an in-depth description of the student's strengths and areas for improvement in reading and writing	Provides a clear description of the student as a reader and writer, and provides a full description of the student's strengths and areas for improvement in reading and writing	Provides a moderately robust description of the student as a reader and writer, and provides a limited description of the student's strengths and areas for improvement in reading and writing	Lacks a clear description of the student as a reader and writer, and/or provides little to no description of the student's strengths and areas for improvement in reading and writing
Recommendations for literacy development	Thoroughly and effectively describes the connection between collected data and literacy development recommendations that are supported by research	Very good description between collected data and literacy development recommendations that are supported by research	Satisfactory description of the relationship between data collected and literacy development implications supported by some research	Description is vague and unclear. No clear research support is given for literacy development implications
Process Reflection	Demonstrates in-depth and comprehensive reflection on the student literacy study experience	Demonstrates a clear reflection on the literacy study experience	A limited reflection on the literacy study experience	Little or no reflection on the literacy study experience
Overall:	Individual case study is comprehensive and presented in a professional and timely manner	Individual case study is clearly presented in a professional and timely manner	Individual case study is incomplete but presented in a professional and timely manner	Individual case study is incomplete and not presented in a professional or timely manner

Comments:

