

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

**EDRD 630 001: Literacy Foundations and Instruction for Diverse Populations, Birth to Middle
Childhood**

3 Credits, Spring 2016

4:30-7:10 Wednesday D003 Mason Hall, Fairfax campus

PROFESSOR(S):

Name: Allison Ward Parsons

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to literacy emphasis or permission of program coordinator

B. University Catalog 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.

C. Expanded Course Description

Not applicable

NATURE OF COURSE DELIVERY: HYBRID

This course uses a blended online and face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, blogging, video and live presentations, whole class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

Class meetings

Face to Face meetings: Wednesdays, 4:30- 7:10 pm, D003 Mason Hall.

In-person class attendance is required on Jan 20, 27, Feb 10, 24, Mar 16, Apr 6, 13, May 4

Asynchronous online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take

approximately 5 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: Feb 3, 17, Mar 2, 23, 30, Apr 20, 27

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to develop required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of early literacy development for teachers seeking a Virginia Reading Specialist License.

PROFESSIONAL STANDARDS (International Reading Association 2010: Standards for Reading Professionals):

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.*

Standard 4: Diversity. Students recognize, understand, and value the forms of diversity that exists in society and their importance in learning to read and write.

Element 4.1 – *Assist teachers in understanding the relationship between first and second language acquisition and literacy development.*

Virginia Department of Education Standards:

- 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening)
- 2 b. Demonstrate expertise in developing students’ phonological awareness skills
- 2 d. Demonstrate an understanding of the unique needs of students with language differences and delays
- 2 e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- 3a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills
- 3 b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;
- 3 d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development
- 4 b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of “invented spelling,” the orthographic patterns, and strategies for promoting generalization of spelling study to writing
- 6 c. Demonstrate an understanding of the significance of cultural contexts upon language

REQUIRED TEXTS:

- Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write*. Sixth Edition. Boston: Allyn & Bacon.
- Scanlon, D.M., Anderson, K.L., & Sweeney, J.M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford.

Choose one during the first session for participation in an interactive bookclub:

- Helman, L. (2012). *Literacy instruction in multicultural classrooms: Engaging English language learners in elementary school*. New York, NY: Teachers College Press.
- Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.
- Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Optional Texts:

- American Psychological Association (2009). *Publication Manual of the American*

Psychological Association 6th ed.). Washington, DC: Author.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. The **completion of all readings** assigned for the course is assumed. 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. As you read, examine both the content and the writing style (craft) of the piece. Consider the historical context, adequacy of the research, application in diverse classrooms, and overall impact on the field of each reading. Readings will be selected from a variety of sources (journals, edited books, and selected book chapters) and time periods (current and seminal work).

2a. **Article Critiques:** You will choose two (2) articles from the assigned readings to summarize and critique: the two articles should come from two different class topics noted on the schedule. The critiques will be due on the day the article is discussed (as listed on schedule). An example will be provided on Blackboard.

Objective: To read seminal and current work in the field of early literacy, and to learn to provide effective critique regarding the research foundation, content, and impact of the piece.

Required components:

- Include the purpose of the article; main points of the article; comments/reflection on the strengths & weaknesses of the research (including lingering questions you have after reading) and your own brief reflection on the article (based on your previous knowledge or experience).
- The critiques 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 to two pages (avoid exceeding two pages)
- Your article critique must include the article reference in APA style.
- You will discuss and critique the papers with a peer group (see Small Group Blog Discussion description below) at prearranged times during the summer.

Each summary is worth 6 points for a total of 12 points. *Please note that this assignment is a component of the Performance-Based Assessment described later in the syllabus.* You will upload one (graded) article critique to TK20 as directed in the PBA description. This will be discussed in class.

2b. **Small Group/Quad Blog Discussion of selected articles:**

Objectives:

a) To explore within an ongoing small group the early literacy content and writing craft of selected research-based readings

- b) To develop leadership skills within a small group of peers
- c) To make connections between class material, experiences, and assigned readings

Process: Working within a fixed small group of four peers, students will take turns leading online discussions through vlog/blog use. By the scheduled due date for chosen articles, the leader will begin a new blog by posting his/her critique paper and giving a brief (2-3 minute) written (blog) or video (vlog) summary and critique of the article to begin an informal discussion within the group. All initial posts must include at least two questions for the group or a few discussion points that include strengths or weaknesses of the article. *NOTE: You must briefly summarize the article's key points, not re-state the article in full since your group members have also read it.* Then, group members blog their responses to the article and your critique, making connections to course content/other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of early literacy research and practice. The leader is responsible for facilitating the online discussion and providing a summary.

Each person is responsible for leading 2 article discussions and participating in all discussions within your group. **The discussion leader activity is worth 5 points each (total of 10), and your blog responses for each article discussion are worth 2 points each (total of 16). Please note that your work will be assessed in terms of quality: Thoughtful responses that synthesize readings and course topics will earn full points.**

3. Theory Map:

Objective: To blend theories with classroom application

Process: Candidates will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). Candidates 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, motivation, 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 in an online presentation that will be viewed and critiqued by classmates. **This assignment is worth 7 points.**

4. Annotated Bibliography:

Each student will research 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 must address typical literacy learners in this age range.* The research 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 your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 8-10 related, peer-reviewed research articles and provide annotated bibliographic information for each. This includes a full APA citation, a 1-2 paragraph summary and 1-2-paragraph critique per article. Do not exceed 2 paragraphs for either summary or critique- your goal is to write succinctly). You will also write a detailed synthesis statement that explains the overall message in the articles and how they relate and support each other (2 paragraph minimum, 2 page maximum). Additional details about the project will be provided and discussed in class, and a rubric is provided below. We will also discuss in class when you will be responsible for sharing drafts of your writing with classmates and formats in which to 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, attention to detail, grammatical and syntactical structure, and correct spelling, at a minimum). Each student will also make a 5-minute informal class presentation on her/his topic to the class on the last class session.

Suggested Literacy Related Journals for Annotated Bibliography

You must use peer-reviewed (scholarly) work. Best to search the GMU databases

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

The paper and presentation are worth 15 points.

5. Performance Based Assessment (PBA): A detailed description is included in the syllabus. This PBA blends the blogged article critiques and online discussion in Assignment #1 above with a synthesis project that includes a professional development presentation for early literacy teachers. The synthesis project is worth 30 points. **This performance-based assessment (PBA) MUST be uploaded and submitted to TK20 in Blackboard for evaluation when the assignment is due. ONLY PBAs posted to Tk20 will be graded. This means NO final**

grades will be posted until all materials are on Blackboard. You must post a PBA in order to receive class credit.

7. Participation: In-person and online participation is required. This includes individual, small group, and class discussions, online module assignments, and other assignments as deemed necessary during class.

2. Assignments and examination weighting

Assignment	Points
Article Summaries [2 summaries]	12 total
Online small group blog (5 points x 2 leadership; 2 points x 8 participation)	10 total (leadership) 16 total (participation)
*Performance Assessment Assignment: Emergent literacy scenario/presentation	30
Theory map	7
Annotated Bibliography	15
Online and in-class Participation	10
All Course Assignments	100

3. Grading Policies:

The 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 Literacy course sequence. **If you are concerned that you may be having difficulty meeting these requirements, 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 later in the syllabus.

Grading Scale

A	93 – 100
A-	90 – 92
B+	85–89
B	80–84
C	75–79

General Course Expectations:

A. Class attendance (face to face and online) is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

B. Electronic Requirements: After introductory training, you will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Since you will pace yourself during asynchronous classes, you are also expected to visit the course site frequently. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, which require audio capabilities of a speaker and microphone. Video capabilities are highly encouraged. A variety of Blackboard media will be used for asynchronous class meetings.

Blackboard can be accessed through

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

C. It is expected that assignments will be turned in on time (the beginning of the class in which they are due, or the time stated in the schedule for online assignments). 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.

D. Graduate students must become familiar with APA 6th edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work unless otherwise noted must electronically submitted and should be proofread carefully. The organization 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/>. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

E. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, it is critical for you to keep up with readings prior to the class on which they are due and to fully participate in class.

F. Students can expect turnaround time for assignments to be one week for written projects and papers, including course Performance Based Assessments (PBAs). For brief assignments such as online wikis, blogs, discussion forum posts, and journals, instructor turnaround time will be three to five days. Please allow 24 hours response time for email and phone replies during the week, and 48 hours response time during weekends and holidays.

G. Students are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

H. When online tools such as journals, wikis, or discussion boards are used, do not submit attached documents. Instead, please post your responses directly online.

I. **Advising Information** is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard (b) click the *Organizations* tab in the top right corner, (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Selected Performance Based Assessment (PBA detailed description)

NCATE Assessment 2 Early Literacy Scenario Project (ELS)

IRA Standards Addressed: 1 (Foundational Knowledge) and 4 (Diversity)

IRA Elements for Reading Specialists/Literacy Coaches: 1.1, 1.2, 1.3. 4.1

Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

The purpose of this two-part performance-based assessment (PBA) is for the candidate to demonstrate and model his/her understanding of emergent literacy and how it impacts young students' reading and writing development (including the linguistic, motivational, cognitive, and sociocultural factors that influence early literacy) and to share with other educators ways to create an environment to support the emerging literacy development of their diverse classroom populations. Candidates will also critique relevant research and lead discussions with colleagues.

Directions to Candidates

Part I: **Emergent Literacy Scenario (IRA Standard 1 – Foundational Knowledge (1.1a, 1.1e, 1.2a, 1.2b, 1.3b), Standard 4 - Diversity (4.1c) addressed in this assignment)**. For this PBA you will create a PowerPoint presentation that should be directed to the audience described in the

scenario (below). The presentation first will be shared with your peers in class in order to receive their feedback on how it might be improved (accuracy as well as overall design). You then will be required to make the presentation available electronically, either on your school's website, Google Sites, or other venue so that educators at your school and/or elsewhere can view it as a professional development activity.

Scenario

As a literacy coach/reading specialist for a diverse elementary school (50% of the children are identified as English Language Learners) you have been designated to teach the Kindergarten teachers about emergent literacy. From observations, you have seen that some of the instructional practices the teachers are using are consistent with the theory of emergent literacy; however, the teachers have never heard this term and several of their practices are not representative of emergent literacy theory. You decide to create a presentation on the elements of emergent literacy, the relationship of this concept with other major literacy theories, the comparison with reading readiness, and suggestions for how the Kindergarten teachers can incorporate the principles of emergent literacy within their current program to scaffold emerging literacy behaviors in young children, including those who speak English as a first or second language. What would your presentation look like? What points do you need to stress about emergent literacy? What examples would you use to promote practices to improve literacy of second language learners? How would you communicate to the teachers the importance of fair-mindedness and empathy for all their students, particularly the second language learners?

Emergent Literacy Scenario PBA (30 points) will consist of:

1. *The PowerPoint presentation* demonstrates your understanding of the essential components of emergent literacy.
 - Included in the PowerPoint:
 - Information on the historically shared knowledge on emergent literacy principles and how the principles of emergent literacy contribute to a student's writing and reading process (social, cognitive and physical processes). Explanation of the relationship of emergent literacy with other literacy theories and comparison with reading readiness. Inclusion of practices that focus on strategies to help support classroom teacher's knowledge of implementation of emergent literacy in the classroom, i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation and writing. **Standard Elements – 1.1a, 1.1e, 1.2a, 1.2b**
 - Communicate to audience the importance of fair-mindedness and empathy for all students, particularly second language learners and the necessity to be responsive to all students' needs. Also give specific examples of ways children can be taught to understand one another and work together in an emergent literacy environment. **Standard Elements - 1.3b**

- Assist teachers in understanding the relationship between first- and second-language acquisition and its importance in a child’s emerging literacy. Explanation and examples of how instruction may need to be differentiated for second language learners’ emergent literacy (use of first language funds of knowledge in classroom, labeling, etc.) or students with special needs. **Standard Elements – 4.1c**
2. *The PowerPoint presentation* will be presented to the class and you will gain their feedback. Additionally, you will upload the PowerPoint presentation electronically to your school website, Google Sites, or other venue where other educators can use it as a professional development activity.

Part II: Article Summary/Critique and Discussion Facilitation (IRA Standard 1 – Foundational Knowledge (1.1c) addressed in this assignment (30 points)). This PBA assesses your ability to critically examine literacy studies and implications for the classroom. For this assessment you will write critiques of two articles related to Early Literacy and lead discussions with the class.

Each candidate will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different literacy topics denoted on the syllabus (e.g., language, emergent literacy, phonics, balanced literacy, etc.). The summaries will be due on the day the article is discussed in class (as listed on class schedule). This assignment will consist of two parts:

1. The first part is the **critique and summary of the readings**. 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).
 - You must demonstrate graduate level writing. (Words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
 - Length: two – three pages (avoid exceeding three pages)
 - Your article summary/critique needs to include the article reference in APA style.
 - Each student will need to discuss their summary/critiques during the regular class discussion of their articles.
 - Each summary/critique is worth 6 points (total of 12 points).
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2. The second part is the **Discussion facilitation of selected articles**: Candidates will lead an informal (online blog) 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. See above for complete requirements. **The discussion leader activity is worth a total of 10 points (5 points each discussion facilitation). Standard Element 1.1**

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, **Emergent Literacy Scenario** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>.

PROPOSED CLASS SCHEDULE:

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

Week – Class	Topics	Readings	Deliverables
1. Jan 20 (F2F) Class number corresponds to online module number	Historical Perspectives: Language & Literacy Stages of Literacy Development	Alexander & Fox (2013) Bear et al. (2012) NAEYC/IRA (1998) Joint Position Statement (Optional) Allington & McGill-Franzen (2000)	Blackboard Explanation/ Demonstration Consider ADL opportunities (marked by * on readings below) and choose text for bookclub Explore Blackboard tools: wiki, blog, journal, discussion board Complete Module 1 activities on Blackboard
2. Jan 27 (F2F)	Theoretical Perspectives of Development, Motivation, and Engagement	<i>Mason & Sinha (1993)</i> <i>Anderson (1994)</i> <i>Taboada, Guthrie, & McRae (2007)</i>	Complete Module 2 activities on Blackboard
3. Feb 3 (asynchronous)	Oral Language Development & Language-focused Interactive read-aloud techniques	<i>Morrow: Ch 4 Ch 12 Scanlon, Anderson, & Sweeney text</i> *Parsons (2010-2011) *Hammet-Price, vanKleeck, & Huberty (2006) *Helman & Burns (2008)	Complete Module 3 activities on Blackboard
4. Feb 10 (F2F)	Relating classroom talk & instruction with theories	* Snow, Burns, & Griffin (1998) * Johnston (2012) <i>Ch 1 & 13 Scanlon et al.</i>	Complete online assignment (Module 4) First bookclub meeting Due: Choice of topic for annotated bibliography (tentative)
5. Feb 17			Complete online assignment (Module 5)

(asynchronous)	Phonological and Phonemic Awareness, Alphabetics	* Yopp & Yopp (2000) * Ehri (2005) <i>Ch 4, 5, 6, 7</i> <i>Scanlon et al.</i>	
6. Feb 24 (F2F)	Concept of Word & early fluency, print awareness	<i>Morrow Ch 5</i> <i>Ch 8 Scanlon et al.</i> * Flanigan (2006) * Flanigan (2007) * Zucker, Ward, & Justice (2009)	Complete online assignment (Module 6) Watch COW assessment @ PALS website Second bookclub meeting
7. Mar 2 (asynchronous)	Phonics & Word Study for Beginning Readers	Ch 9, 10, 11 Scanlon et al.	Complete online assignment (Module 7) Annotated Bibliographies DUE Email to Instructor
Mar 9	Mason Spring Break		NO CLASS
8. Mar 16 (F2F)	Phonics & Word Study For Transitional Readers	* Invernizzi & Hayes (2004) * Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). <i>Everything you wanted to know about phonics (but were afraid to ask)</i>	Complete online assignment (Module 8) Third bookclub meeting
9. Mar 23 (asynchronous)	Fluency (beginners & transitionals)	* Kuhn (2004) * Hiebert (2005) * Duke (2000) * Amendum et al. (2013)	Complete online assignment (Module 9)
10. Mar 30 (asynchronous)	Comprehension and vocabulary (Part 1)	Morrow Ch 6 * Beck & McKeown (2007)	Complete Module 10 activities

11. Apr 6 (F2F)	Comprehension and vocabulary (Part 2)	* Block & Lacina (2009) * Stahl, K. (2009)	Complete online assignment (Module 11)
12. Apr 13 (F2F)	Writing Theory & Reading-Writing Connections Emergent Literacy Scenarios/Conferences	Morrow: Chapter 7 & 8 Choose 2 writing articles from the folder on BB.	Complete online assignment (Module 12) Prepare questions and ELS draft-in-progress for instructor review and discussion
13. Apr 20 (async)	Comprehensive Literacy Instruction & Diverse Learners	Morrow: Chapter 9 August & Shanahan (2009) *Avalos, Plasencia, Chavez & Rascon (2007). *Laman, & Van Sluys, K (2008).	Complete Module 13 activities
14. Apr 27 (async)	RtI: Early literacy assessment and instructional strategies	Ch 2, 14, 15 Scanlon et al. *Invernizzi et al. (2010)	Complete online assignment (Module 14)
15. May 4 F2F	Bringing it all together		<u>PBA DUE</u> <u>UPLOAD AND SUBMIT TO TASKSTREAM by midnight TO ENSURE FINAL GRADE. This includes the ELS presentation and one previously graded article critique.</u>

ASSESSMENT RUBRIC(S)

Article Summaries Scoring Rubric: Use this to guide your writing

	Exceeds Expectations	Meets Expectations	Below Expectations
APA Reference .5 point		Minimal Errors	Numerous Errors
Purpose .5 point		Clearly stated and reflects the authors stated purpose	Purpose statement is unclear and does not reflect the authors stated purpose
Summary 2 points	Summarizes and synthesizes the key points concisely and accurately	Summarizes the article accurately	Describes different points covered in the article
Critical Comments/ Reflection 2 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

Theory Application Map Rubric

7 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. (2 points)	Describes and synthesizes the key points of theorists accurately and concisely. Evident link between practice and theorist for all practices (3 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 (.25 point)	Concepts or ideas are focused but the main purpose is not clear. Main points are presented in a disjointed manner (.5 point)	Thoughtful ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. Main points are clear and organized effectively. (1 points)

EDRD 630: Scoring Rubric for Annotated Bibliographies – 15 points

	Exemplary	Proficient	Developing
<p>Introduction and Synthesis Statement</p> <p>3 points Possible</p>	<p>States purpose/rationale for studying the topic States key definitions related to the topic Synthesizes key points by analyzing and summarizing relevant research and theory</p> <p>3 points</p>	<p>States purpose/rationale for studying the topic States some key definitions related to the topic Summarizes current research pertaining to topic</p> <p>2 points</p>	<p>Limited purpose/rationale and few definitions/key points of research stated</p> <p>1-0 points</p>
<p>Research Annotations</p> <p>8 points Possible</p>	<p>Describes each research element, as noted in the analysis guide provided, (or notes that it is missing in the research itself) for all studies included.</p> <p>Succinctly and clearly states how each study connects to the thesis statement for all studies included. Each statement is theoretically sound.</p> <p>Throughout, writer adheres to proper Academic English conventions & mechanics.</p> <p>8-7 points</p>	<p>Describes some to most research elements, as noted in the analysis guide provided, for all studies included.</p> <p>States how the study connects to the thesis statement for all studies included, but SOME lack succinctness/clarity/theoretical validity.</p> <p>Writer generally adheres to proper Academic English conventions & mechanics. Two or fewer errors are present.</p> <p>6-3 points</p>	<p>Limited analysis of research according to the element reviewed on the guide.</p> <p>Does not tie EVERY study to the thesis w/ a statement and/or MANY connections lack succinctness/clarity/theoretical validity.</p> <p>Writer partially adheres to proper Academic English conventions & mechanics. Three or more errors are present.</p> <p>3-0 points</p>
<p>Peer-Reviewed Articles & APA Citations</p> <p>4 points</p>	<p>All articles/sources are peer-reviewed and all citations are aligned with APA guidelines. 4-3 points</p>	<p>Most articles/sources are peer-reviewed and most citations are aligned with APA guidelines.</p> <p>2-1 points</p>	<p>Fewer than half of the articles/sources are peer-reviewed and/or fewer than half of the citations are aligned with APA guidelines. 0.5-0 points</p>

PBA: Emergent Literacy Scenario and Article Critique/Discussion Rubric (30 points)

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
1.1a Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides little or no evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
1.1c Demonstrate a critical stance toward the scholarship of the profession.	Provides exemplary evidence of a critical stance toward the scholarship of the profession.	Provides satisfactory evidence of a critical stance toward the scholarship of the profession.	Provides partial evidence of a critical stance toward the scholarship of the profession.	Provides little or no evidence of a critical stance toward the scholarship of the profession.
1.1e Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including	Provides exemplary evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research	Provides satisfactory evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research	Provides partial evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence,	Provides little or no evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence,

information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	including information about the relationship between the culture and native language of English learners as a support system in their learning	including information about the relationship between the culture and native language of English learners as a support system in their learning
1.2a Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.	Provides exemplary evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides satisfactory evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides partial evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides little or no evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.
1.2b Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides exemplary evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides satisfactory evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides partial evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides little or no evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

<p>1.3b Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p>Provides exemplary evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p>Provides satisfactory evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p>Provides partial evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p>Provides little or no evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>
<p>4.1c Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p>	<p>Provides exemplary evidence of assisting teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p>	<p>Provides satisfactory evidence of assisting teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p>	<p>Provides partial evidence of assisting teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p>	<p>Provides little or no evidence of assisting teachers in understanding the relationship between first- and second-language acquisition and literacy development.</p>