

**George Mason University**  
**College of Education and Human Development**  
Early Childhood Education

ECED 512 (001) - Language and Literacy Assessment and Instruction for Diverse  
Young Learners  
3 Credits, Fall 2016  
Thursdays, 7:20 – 10:00 pm  
Thompson Hall Room L019, Fairfax Campus

**Faculty**

Name: Leslie La Croix, PhD  
Office hours: By Appointment  
Office location: Thompson Hall 1203, Fairfax Campus  
Office phone: 703-993-5488  
Email address: [llacroix@gmu.edu](mailto:llacroix@gmu.edu)

**Prerequisites/Corequisites**

Admission to the Early Childhood Education program or approval of course instructor.

**University Catalog Course Description**

Examines ways to assess and develop reading, writing, listening, and speaking in preschool through third-grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, and ability diverse children.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe research-based teaching and assessment strategies and approaches that (a) promote reading, writing, and oral language development using a balanced phonics and literacy approach; (b) include a focus on motivation, writing, spelling, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary and concept development, and comprehension; and (c) are appropriate to instructional purposes and prek-3 students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).
2. Apply knowledge of language and literacy development when planning and implementing language and literacy assessment and instruction that identifies and meets the specific needs of individual prek-3 students, including children with varying abilities, languages, and cultural backgrounds.

3. Describe ways to create a literacy-rich environment and develop instructional experiences that promote prek-3 students' interest and engagement in independent reading and writing and foster an appreciation of a variety of literature, including fiction and nonfiction children's literature and technology resources.
4. Describe ways to promote comprehension strategies, including predicting, retelling, summarizing, and making connections beyond the text, in all content areas and when reading fiction and nonfiction.
5. Model writing strategies prek-3 students can use throughout the writing process to plan, draft, revise, edit, and publish.

**Professional Standards** (Council for Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

**Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy*. Scottsdale, AZ: Holcomb Hathaway.

DeVries, B. A. (2014). *Literacy assessment and intervention for classroom teachers*. Scottsdale, AZ: Holcomb Hathaway.

Richardson, J. (2009). *The next step in guided reading*. New York, NY: Scholastic.

Additional recommended articles listed after the course schedule

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

**The Pen Pal Portfolio: Learning the Processes of Writing (35 points)**

For this assignment, students will complete **three reflections** across the semester. Completed reflections will include a copy of the current letter sent to the young pen pal and a copy of the young writer's response (when available). Each reflection will show a thoughtful analysis of the authentic writing experience.

Quality reflections will do the following:

- Connect each pen pal session to the course readings and in-class discussions.
- Consider the pen pal sessions from dual perspectives:
  - o First, as a teacher candidate learning and reflecting on the writing process and
  - o Second, as a teacher supporting a young writer's progress along the developmental writing continuum.

\*Reflection papers will follow APA style, 6<sup>th</sup> edition for citations and references.

### **Journal Reflection 1**

#### ***Initial Reflection on the Process: Considering what writing instruction looks like (10 points)\****

The following reflection procedure will support your analysis of your experience initiating the pen pal exchange. Please respond to the following:

1. First, complete your discussions with your authoring circle on *Blackboard* and publish your first letter. Do not seal the envelope.

Then for your reflection,

2. Discuss your personal history as a writer both in and out of school contexts.
3. Describe your experience composing your first letter to your pen pal as you completed the writing process in this class.
4. Complete the recently assigned readings and share any questions, ah has, puzzlements, or surprises you had regarding young children's writing, the writing process, or writing instructional practices. (This means make a thoughtful connection to the literature).
5. Finally, highlight one characteristic of the writing process you believe is an essential aspect of an excellent writing program. Explain why this component is a valuable instructional strategy or component and consider how you will incorporate this characteristic into practice in future classroom environments.

\*A rubric will be provided

### **Journal Reflection 2**

#### ***Initial Reflection on Diversity of Student Letters Received & Comprehending What a Student's Writing Tells Us (10 points)\****

The following reflection procedure will support your thoughtful analysis of your pen pal's letter(s). Please respond to the following:

1. Document important aspects regarding your pen pal's writing development.
  - a. Describe insights you have regarding your pen pal's literacy practices and / or writing development,
  - b. Consider how your insights link to research based literacy practices, class readings, in-class discussions, regarding young children's writing.
2. Share any questions, ah has, puzzlements, or surprises you had regarding your pen pal's response. Link your response to research related to best literacy practices, class readings, and / or class discussion.
3. Consider how you would support your pen pal's continued progress if you were this child's teacher.
  - a. What would your next steps be in supporting this child's writing development?
  - b. Link your response to research related to best literacy practices, class readings, and / or class discussion.
4. Finally, highlight one characteristic of the writing process you believe is an essential aspect of an excellent writing program. Explain why this component is

- a valuable instructional strategy or component and consider how you will incorporate this characteristic into practice in future classroom environments.
5. Draft a friendly letter back to your pen pal in your journal.

6. Explain how you decided to compose your response.

\*A rubric will be provided.

### **Journal Reflection 3**

#### ***Considering Young Children's Spelling Patterns and More (15 points)\****

The following reflection procedure will support your thoughtful analysis of your pen pal's letter(s). Please respond to the following:

1. Document important aspects regarding your pen pal's writing development.
  - a. Describe insights you have regarding your pen pal's literacy practices and / or writing development,
  - b. Consider how your insights link to research based literacy practices, class readings, in-class discussions, regarding young children's writing.
2. Share any questions, ah has, puzzlements, or surprises you had regarding your pen pal's response. Link your response to research related to best literacy practices, class readings, and / or class discussion.
3. Consider how you would support your pen pal's continued progress if you were this child's teacher.
4. What would your next steps be in supporting this child's writing development?
5. Link your response to research related to best literacy practices, class readings, and / or class discussion.
6. Create a personalized spelling game to send back to your young pen pal based on your observations of the child's writing.
7. Draft a friendly letter back to your pen pal in your journal.
8. Explain how you decided to compose your response.
9. As a way of synthesizing your experience, describe what you believe the elements of an effective writing program should include.

\*A rubric will be provided.

### **Balanced Literacy Plan (25 points) + Lesson Presentation (10 points) = 35 points**

For this assignment, students will demonstrate the ability to synthesize the components of a balanced literacy program into a meaningful whole by developing an integrated comprehensive literacy plan. The literacy plan will span one week of instructional time. Students will include the following:

#### ***Part 1: Literacy Plan Overview***

1. Students will provide a brief description of the class their literacy plan is intended to engage (i.e., content area integrated into the comprehensive literacy plan; age/grade level; number of children; ethnic, cultural, language, and socio-economic backgrounds of the children; and consider varying abilities of the children).
2. A brief description of how the classroom environment will be arranged or a map of how the classroom will be arranged.

3. An organizational table showing the days of the week and the title of the literacy experience you intend to engage the children in at various times during the school day.

### ***Part 2: Literacy Plan Lesson Plan***

Students will use the lesson-planning frame to develop a series of integrated literacy lesson plans that engage children across the span of one instructional week. All components of the lesson plan frame should be addressed for each lesson (template will be provided).

1. Student's literacy lesson plans will include the following literacy practices:
  - a. Guided writing,
  - b. Independent writing,
  - c. Read alouds,
  - d. Guided reading (Use the two-day template used in Richardson (2009), and
  - e. Independent reading
2. Across the series of lessons, students should strategically support children's explorations related to the following literacy components:
  - a. Phonological Awareness,
  - b. Phonics,
  - c. Spelling,
  - d. Fluency,
  - e. Vocabulary,
  - f. Comprehension, and
  - g. Writing
3. Describe at least three meaningful home-school literacy connections. Students will justify the experiences selected and describe the impact their home-school experience may have on students and their families.
4. Identify and justify at least two relevant pieces of technology used to enhance children's literacy development during the week.
5. Include APA reference citations (e.g., all titles of children books used and all references used to support their own rationales for the literacy component).

### ***Part 3: Lesson Presentation (10 points)***

Students will select either, one guided reading or one guided writing lesson, from the Comprehensive Literacy Plan to share with peers on the last day of class.

### **Group Presentations: Mini-Strategy Share a Workshop Experience (15 points)**

For this assignment, students will work in small groups to select, research, and highlight for the rest of the class a compelling area of early childhood literacy. The students will do the

following:

1. Select an early childhood literacy topic of interest,
2. Gather research articles, instructional resources, informational text, and textbooks on the *approved* literacy topic,
3. Select an article for the rest of the class to read prior to their presentation that provides the class with some background knowledge about the literacy topic,
4. Guide the class in a thoughtful exploration of key information about your topic,
5. Engage participants in a specific strategy related to your topic of interest that they could use in the future to support young children's literacy development,
6. Provide an annotated list of the additional resources (no less than 4) that informed their preparation for the presentation,
7. Follow the APA style, 6<sup>th</sup> edition when citing references, and
8. Upload the group's presentation to blackboard for peers to utilize in the future.

### **1. Other Requirements**

#### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

#### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. 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. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

## 2. Course Performance Evaluation Weighting

Assignments	Due Dates	Points
Attendance & Participation (See attendance policy above)	Ongoing Weekly reflections, completed at the end of each class session and “Look Ahead” readings and assignments will account for a portion of the Attendance and Participation grade.  Attendance Rubric due: <b>December 11</b>	15
Pen Pal Portfolio: Learning the Process of Writing <i>Dates are tentative at this time</i>	1 <sup>st</sup> Reflection <ul style="list-style-type: none"> <li>• Letter due on <b>September 8</b></li> <li>• Reflection due <b>September 15</b> (10 points)</li> </ul> 2 <sup>nd</sup> Reflection <ul style="list-style-type: none"> <li>• Letter and Reflection due <b>October 6</b> (10 points)</li> </ul> 3 <sup>rd</sup> Reflection <ul style="list-style-type: none"> <li>• Letter, Reflection, and Spelling Game due <b>November 10</b> (15 points)</li> </ul>	35
Balanced Literacy Plan <u>Project</u>	<b>December 1</b>	25
Balanced Literacy Plan <u>Presentation</u>	<b>December 8</b>	10
Group Presentations: Mini-Strategy Share and Workshop Experience	<b>November 10 or November 17</b>	15
TOTAL		100

## 3. Grading Policies

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and 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/>.

## **GMU Policies and Resources for Students**

### *Policies*

4. Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
5. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
6. Students are responsible for the content of university communications sent to their Mason 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.
7. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
8. Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Class Schedule

Class Session	Date	Topic	Readings and Assignments
1	9/1/16	Writing Workshop	Before class please read: <ul style="list-style-type: none"> <li>• Cecil, Baker, &amp; Lozano (2015) Chapter 1</li> <li>• DeVries (2015) Chapter 1</li> </ul>
2	9/8/16	Literacy Philosophies & Writing	Before class please read: <ul style="list-style-type: none"> <li>• Cecil et al., (2015) p. 180 – 191</li> <li>• DeVries (2015) p. 285 – 288 &amp; p. 301 – 305</li> <li>• Prichard &amp; Honeycutt (2007). Best Practices in Implementing a Process Approach to Teaching Writing (found on Blackboard)</li> </ul> <p><b><i>First Pen Pal LETTER due today.</i></b>            Be sure to take a picture of your published letter to submit along with your first reflection.</p>
3	9/15/16	Initiating an Exploration of Guided Reading	Before class please read:

		Practices & Emergent Readers & The Early Literacy Environment	<ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 3</li> <li>• DeVries (2015) p. 21 – 26</li> <li>• Richardson (2009) Chapter 1</li> </ul> <p><b><i>First Pen Pal REFLECTION due today.</i></b></p>
4	9/22/16	Promoting Phonemic Awareness & Guided Reading	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 4</li> <li>• DeVries (2015) Chapter 4</li> <li>• Richardson (2009) p. 53 – 73</li> </ul>
5	9/29/16	<b>Pen Pal Letters*</b> Analyzing Young Children’s Writing Pen Pal Letters & Exploring Instructional Writing Practices & Assessment	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) p. 191 – 206</li> <li>• DeVries (2015) p. 306 – 308, p. 311 – 328, and p. 494 – 501</li> <li>• Visit the 6 + 1 Traits Website <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></li> <li>• <i>Tompkins (2011) p. 301 – 319 (on Blackboard). This reading is a supplemental reading, it is not required but it will support your understandings of writing instruction.</i></li> </ul>
6	10/6/16	Phonics, Sight Vocabulary, & Guided Reading	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) p. 77 – 95</li> <li>• DeVries (2015) p. 100 – 111 + activity lesson examples as desired</li> <li>• Richardson (2009) p. 74 – 97</li> </ul> <p><b><i>Second Pen Pal LETTER and REFLECTION due today*</i></b></p>
7	10/13/16	Word Recognition, Fluency, & Guided Reading	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) p. 95 – 99 + activity lesson examples as desired</li> <li>• DeVries (2015) p. 122 – 135 + activity lesson examples as desired</li> <li>• Richardson (2009) Chapter 2 and Chapter 4 (p. 106 – 143)</li> </ul>
8	10/20/16	Expanding Vocabularies ( <i>Initiate Group Projects</i> )	<p>Before class please read:</p>

			<ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 7 + activity lesson examples as</li> <li>• DeVries (2015) Chapter 7 + activity lesson examples as</li> <li>• Richardson (2009) Chapter 5</li> </ul>
9	10/27/16	Pen Pal Letters* Spelling	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 6 Make sure to think about Practices to avoid on p. 125 ☺</li> <li>• DeVries (2015) p. 331 – 343 + activity lesson examples as desired</li> </ul> <p><b>Sign up for a time to meet with me to discuss your literacy plan.</b></p>
10	11/3/16 <b>Online</b>	Practicing Running Records Leveling Texts Group Presentation Preparation	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Richardson (2009) p. 178 – 199</li> <li>• Richardson (2009) Chart p. 246 - 247 select two to three of the comprehension strategies in the chart to read through in detail</li> </ul> <p><i>Selected Group Articles for group presentations are due to the instructor today for approval—Upload the APA citation of the article you will invite the class to read prior to our group presentation day. Provide a brief justification for your selection.</i></p>
11	11/10/16	Supporting Young Children’s Comprehension of Narrative Text & Group Presentation 1 Group Presentation 2	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 8 + activity lesson examples as desired</li> <li>• DeVries (2015) Chapter 8 + activity lesson examples as desired</li> </ul> <p><b><i>Third Pen Pal Letter, Reflection, and Spelling Game due today*</i></b></p>
12	11/17/16	Supporting Young Children’s Comprehension of Informational Text & Group Presentation 3 Group Presentation 4	<p>Before class please read:</p> <ul style="list-style-type: none"> <li>• Cecil et al., (2015) Chapter 10 + activity lesson examples as desired</li> </ul>

			<ul style="list-style-type: none"> <li>DeVries (2015) Chapter 9 + activity lesson examples as desired</li> </ul>
<b>THANKSGIVING</b>			
13	12/1/16 <b>Online</b>	Readers Theatre & Technology in the Primary Classroom	Before class please read: <ul style="list-style-type: none"> <li>DeVries (2015) Chapter 10 + activity lesson examples as desired</li> </ul> <p style="text-align: center;"><b>Balanced Literacy Plans Due</b></p>
14	12/8/16	Sharing Comprehensive Literacy Plans & Celebration	Reader's Theater Performances & Come prepared to informally share either your guided reading or guided writing lesson from your Balanced Literacy Plan
15	12/11/16	Final Exam Date	<b>Attendance Rubric Due</b>

**\*Pen pal reflection due dates are dependent upon responses from our young pen pals. Assignments may shift accordingly.**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

#### **Assessment Rubric(s)**

Not Applicable

#### **Recommended Articles**

- Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58(3), 230-239.
- Bus, A., Both-de Vries, A., de Jong, M., Sulzby, E., de Jong, W., & de Jong, E., (2001). *Conceptualizations underlying emergent readers' story writing* (CIERA Report 2-015).
- Dickinson, D., & Porche, M. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*, 82(3), 870-886. doi:10.1111/j.1467-8624.2011.01576.x
- Dougherty, K. A., & Barvo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. doi: 10.1598/RT.63.7.4
- Dunphy, E. (2010). Assessing early learning through formative assessment: Key issues and considerations. *Irish Educational Studies*, 29(1), 41-56.
- Gillanders, C. (2007). An English-speaking prekindergarten teacher for young Latino Children: Implications of the teacher-child relationship on second language learning. *Early Childhood Education Journal*, 35(1), 47-54. doi:1.1007/s10643-007-0173-x
- Hagstrom, F. (2006). Formative learning and assessment. *Communication Disorders Quarterly*, 28(1), 24-36.
- Hawkins, L., & Razali, A., (2012). A tale of 3 P's – penmanship, product, and process: 100 years of elementary writing instruction. *Language Arts*, 89(5), 305-315.
- Hill, S. (2011). Towards ecologically valid assessment in early literacy. *Early Child Development and Care*, 181(2), 165-180.

- Jones, S., & Meyer, R. (2004). Living poverty and literacy learning: Sanctioning topics of students' lives. *Language Arts*, 81(6), 461-470.
- Kuhn, M., Schwanenflugel, P., & Meisinger, E., (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. *Reading Research Quarterly*, 46(2). doi:10.1598/RRQ.45.2.4
- Pena, E., & Halle, T. (2011). Assessing preschool dual language learners: Traveling a multiforked road. *Child Development Perspectives*, 5(1), 28-32.
- Risko, V. J., & Walker-Dalhouse, D. (2010). Making the most of assessments to inform instruction. *The Reading Teacher*, 63(5), 420-422.
- Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 376 – 371). New York, Macmillan.
- Schulz, M. M. (2009). Effective writing assessment and instruction for young English language learners. *Early Childhood Education Journal* 37, 57-62.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly* 19(2), 159-172.

\*\*Additional readings (articles, chapters, websites, etc.) will be provided as relevant.