

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

**Teaching Culturally, Linguistically Diverse & Exceptional Learners Program**

**EDRD 515-6F4 (CRN 83235)  
Language and Literacy in Global Contexts  
3 Credits Fall 2016  
November 5 – December 17, 2016  
Luther Jackson Middle School, Room 622  
3020 Gallows RD Falls Church, VA**

**PROFESSOR:**

**Name:** Jennifer K. Santiago

**Office Hours:** via appointment

**Skype:** onjsantiago

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**FACE-TO-FACE DATES**

Saturday November 5, 2016, 9am-4pm

Saturday November 19, 2016, 9am-4pm

Saturday December 3, 2016, 9am-4pm

Saturday December 17, 2016, 9am-4pm

**ONLINE COMPONENT**

Online Assignments Twice a week

**COURSE DESCRIPTION:**

**A. Prerequisites/Co-requisites**

None

**B. University Course Catalog Description**

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

**C. Expanded Course Description**

N/A

## **DELIVERY METHOD:**

This course will be held at [Luther Jackson Middle School](#) and online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on **October 24, 2016 8:00AM**.

## **Technology Resources:**

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

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Google Chrome. Opera and Safari are not compatible with Blackboard. Internet Explorer is not compatible with TK20 and has glitches with Blackboard;
- 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.

## **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

**PROFESSIONAL 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:**

Herrera, S. G, Perez, D. R., & Escamilla, K. (2015). *Teaching Reading to English Language Learners: Differentiating Literacies* (2<sup>nd</sup> ed.). New York: Pearson. ISBN: 9780132855198

Moats, L.C. (2010). *Speech to print: Language essentials for teachers* (2<sup>nd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN: 9781598570502

### **Recommended Texts:**

Helman, L., Bear, D., Templeton, S., Invernizzi, M., Johnston, F. (2012). *Words Their Way*. New York: Pearson.

## ONLINE COURSE DELIVERY INFORMATION

This course will be delivered both online and face-to-face. The online requirements will be using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on **October 24, 2016 at 8:00AM**.

### TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

[Adobe Acrobat Reader: <https://get.adobe.com/reader/>]

[Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]

[Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)]

### NATURE OF COURSE

This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing traditional lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion language and literacy in global contexts. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

### EXPECTATIONS FOR PARTICIPATION

The online portion of the course is **not self-paced**. You will be expected to complete modules every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** Our online course weeks are asynchronous: Because asynchronous courses do not have a “fixed” meeting day, you will need to follow the session outline in the **CLASS SCHEDULE** section of this syllabus to know when module/session work is due to be completed.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification

- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

### GMU E-MAIL AND WEB POLICY

Mason uses electronic mail ([www.gmu.edu/email](http://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). All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

### COURSE ASSIGNMENTS:

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

Assignment Description	Grade %	Standards Addressed	Due Date
Participation	20	All	<i>ongoing</i>
Discussion Board Moderator	10	All	Once throughout the semester
Reading Responses	15	All	Three throughout semester
Creating a Culture of Literacy	15	ACEI 1.0, 2.0, 3.1, 3.2, 3.4, 5.2 TESOL 2, 4a	December 3, 2016 4:30PM EST
Field Experience Documentation	10	All	December 17, 2016 11:59PM EST
<b>Student Literacy Study (PBA)*</b>	30	ACEI 1.0, 2.1, 5.1 TESOL 1b, 2, 4c, 5b	December 18, 2016 11:59 PM EST

**\*Designated Performance Based Assessment**

### TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, *The Student Literacy Study* 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.

## 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**

### **Revise & Resubmit:**

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

## **FIELD EXPERIENCE REQUIREMENTS – 20%**

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 November 19, 2016. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**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 May 15 (Summer). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

## 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.**

## LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

### ***GMU E-mail & Web Policy:***

Mason uses electronic mail ([www.gmu.edu/email](http://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). **All communication with the instructor will be through the Mason e-mail system. Please ensure that these communications do not go to your spam mailbox.**

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- 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/>).
- 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.**

## **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/>.

## COURSE SCHEDULE

<b>Session 1 AM</b>	<b><i>How are language &amp; literacy related? Why is awareness of this relationship important for our CLD students?</i></b>
Date	11/5
Readings	<ul style="list-style-type: none"> <li>• Moats, Chapter 1 – <i>Why Study Language</i></li> <li>• Herrera &amp; Perez, Chapter 1 – <i>Language, Literacy, and the CLD Students</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Introduction Survey</li> <li>• Community Building</li> <li>• Syllabus Review</li> <li>• Blackboard Review</li> <li>• Discussion &amp; Participation Norms</li> <li>• Professor Expectations</li> <li>• Lecture based on readings</li> </ul>
<b>Session 1 PM</b>	<b><i>What aspects of our CLD students should we attend to? Why?</i></b>
Readings	<ul style="list-style-type: none"> <li>• Herrera, Perez, &amp; Escamilla, Chapter 2 – <i>Contextualizing Literacy Development for the CLD Student in the Grade-Level Classroom</i></li> <li>• Harper &amp; de Jong—<i>Misconceptions about teaching English-language learners</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Interactive Lecture - based on readings</li> </ul>

<b>Session 2</b>	<b><i>How do our CLD students use language &amp; literacy outside of school?</i></b>
Date	ONLINE – Blackboard Due by Wednesday November 9 <sup>th</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• Lam – <i>Literacy and learning across transnational online spaces</i></li> <li>• Orellana, Reynolds, Dorner, &amp; Meza – <i>In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online Discussion Board &amp; Activities</li> <li>• Complete first visit to field experience site               <ul style="list-style-type: none"> <li>○ Discuss w/ cooperating teacher which student to select for <i>Student Literacy Study (SLS)</i>.</li> <li>○ Obtain permission as required to collect data on this student.</li> </ul> </li> </ul>
Assignment	<ul style="list-style-type: none"> <li>• Reading Response 1 – DUE by Wednesday November 9<sup>th</sup> at 8:00pm</li> </ul>

<b>Session 3</b>	<b><i>Becoming a Reader: How might the sounds of English be challenging to our CLD students? What can we do to support their learning?</i></b>
Date	ONLINE – Blackboard Due by Saturday November 12 <sup>th</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• Wong Fillmore &amp; Snow – <i>What Teachers Need to Know about Language</i></li> <li>• Moats, Chapter 2 – <i>Phonetics: The Sounds in Speech</i></li> <li>• Herrera, Perez, &amp; Escamilla, Chapter 3 – <i>Rethinking Phonemic Awareness: A Cross-Linguistic Transfer Perspective</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online Discussion Board &amp; Activities</li> </ul>

<b>Session 4 AM</b>	<b><i>Becoming a Reader: How might developing fluency in English be challenging to our CLD students? What can we do to support their learning?</i></b>
Date	11/17 Face-to-Face
Readings	<ul style="list-style-type: none"> <li>• Herrera, Perez, &amp; Escamilla, Chapter 7 – <i>Fluency in Practice: More than “Reading” the Text</i></li> <li>• Valencia &amp; Riddle Buly – <i>Behind test scores: What struggling readers really need</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Community building</li> <li>• Interactive Lecture based on readings</li> </ul>
<b>Session 4 PM</b>	<b><i>Becoming a Reader: How might developing English vocabulary be challenging to our CLD students? What can we do to support their learning?</i></b>
Readings	<ul style="list-style-type: none"> <li>• Moats, Chapter 7 – <i>Semantics: Word and Phrase Meanings</i></li> <li>• Herrera, Perez, &amp; Escamilla, Chapter 5 – <i>Vocabulary Development: A Framework for Differentiated and Explicit Instruction</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Interactive Lecture based on readings</li> </ul>

<b>Session 5</b>	<b><i>Becoming a Reader: How might comprehension of text in English be challenging to our CLD students? What can we do to support their learning?</i></b>
Date	ONLINE – Blackboard Due by Wednesday November 23 <sup>rd</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• Herrera, Perez, &amp; Escamilla, Chapter 6 – <i>Strategies-based Comprehension Instruction: Linking the Known to the Unknown</i></li> <li>• Pritchard &amp; O’Hara – <i>Reading in Spanish and English: A comparative study of processing strategies</i></li> <li>• WIDA level definitions for Reading</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online Discussion board and activities</li> </ul>
Assignment	<ul style="list-style-type: none"> <li>• Reading Response #2 DUE Nov 23<sup>rd</sup> at 8pm</li> </ul>

<b>Session 6</b>	<b><i>Becoming a Writer: How might the structure of English orthography be challenging to our CLD students? What can we do to support their learning?</i></b>
Date	ONLINE – Blackboard DUE by <b>Sunday</b> November 27 <sup>th</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• Moats, Chapter 4 – <i>The Structure of English Orthography</i></li> <li>• Herrera, Perez, &amp; Escamilla, Chapter 4 – <i>Phonics: More than the A,B,Cs of Reading</i></li> <li>• Pearson – <i>Thinking about the Reading-Writing Connection</i></li> <li>• Cheung, McBride-Chang, &amp; Tong – <i>Learning a Nonalphabetic Script and Its Impact on the Later Development of English as a Second Language</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online Discussion and Activities</li> <li>• Structure of English Orthography online quiz</li> </ul>

<b>Session 7 AM</b>	<b><i>Becoming a Writer: How can we teach writing in meaningful ways for our CLD students?</i></b>
Date	December 3 <sup>rd</sup> Face-to-Face
DUE TODAY	<ul style="list-style-type: none"> <li>• Creating a Culture of Literacy Assignment</li> </ul>
Readings	<ul style="list-style-type: none"> <li>• Au &amp; Raphael – <i>Using Workshop Approaches to Support the Literacy Development of ELLs</i></li> <li>• Herrera, Perez, &amp; Escamilla, Chapter 8 – <i>Implications of Culture and Language in Writing</i></li> <li>• NAEP Writing Framework (2011)- Chapter 2</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Community Building</li> <li>• Interactive Lecture based on readings</li> <li>• Share Creating a Culture of Literacy Projects</li> </ul>
<b>Session 7 PM</b>	<b><i>Becoming a Writer: How might composing sentences and texts be challenging to our CLD students? What can we do to support their learning?</i></b>
Readings	<ul style="list-style-type: none"> <li>• Moats, Chapter 6 – Syntax</li> <li>• Kim et al. – <i>Influence of Cultural Norms and Collaborative Discussions on Children’s Reflective Essays</i></li> <li>• WIDA level definitions for Writing</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Interactive Lecture – based on readings</li> </ul>

<b>Session 8</b>	<b><i>What should we consider when selecting literature to teach?</i></b>
Date	ONLINE – Blackboard DUE by Wednesday December 7 <sup>th</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• McKay – <i>Literature in the ESL Classroom</i></li> <li>• Kim &amp; Snow—<i>Text modification: Enhancing English Language Learners’ Reading Comprehension</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online Discussion and activities</li> <li>• Bring in a mentor/touchstone text for SLS student</li> </ul>
Assignment	<ul style="list-style-type: none"> <li>• Reading Response #3 DUE December 7<sup>th</sup> at 8pm</li> </ul>

<b>Session 9</b>	<b><i>How can we assess our EL readers and writers in authentic ways?</i></b>
Date	ONLINE – Blackboard DUE by Saturday December 10 <sup>th</sup> at 8pm
Readings	<ul style="list-style-type: none"> <li>• Herrera, Perez, &amp; Escamilla, Chapter 9 – <i>Outside the Lines: Assessment Beyond the Politics of High Stakes Tests</i></li> <li>• Soltero-González, Escamilla &amp; Hopewell—<i>A Bilingual Perspective on Writing Assessment</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Online discussion and activities</li> </ul>

<b>Session 10 AM</b>	<b><i>Why does motivation &amp; engagement matter for CLD students? How do we create classroom environments that support motivation &amp; engagement?</i></b>
Date	December 17 <sup>th</sup> Face-to-Face
DUE TODAY	<ul style="list-style-type: none"> <li>• Field Experience Documentation</li> <li>• Student Literacy Summary</li> </ul>
Readings	<ul style="list-style-type: none"> <li>• Cambria &amp; Guthrie – <i>Motivating and Engaging Students in Reading</i></li> <li>• Gambrell – <i>Seven Rules of Engagement: What’s Most Important to Know about Motivation to Read</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Community Building</li> <li>• Interactive Lecture – based on readings</li> <li>• Field Experience Debrief</li> </ul>
	<b><i>What does it mean to be inclusive of and responsive to our CLD students?</i></b>
Readings	<ul style="list-style-type: none"> <li>• Au – <i>Social Constructivism and the School of Literacy Learning of Students of Diverse Backgrounds</i></li> <li>• Warren et al. – <i>Rethinking Diversity in Learning Science: The Logic of Everyday Sense-Making</i></li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Interactive Lecture – based on readings</li> </ul>
<b>Session 10 PM</b>	<b><i>How do we thoughtfully enact the relationship between language &amp; literacy in our practices for our CLD students?</i></b>
Readings	Herrera, Perez, & Escamilla, Chapter 10 – <i>Inclusive Literacy Instruction for CLD Students</i>
Activities	<ul style="list-style-type: none"> <li>• Interactive Lecture – based on readings</li> <li>• Course wrap-up</li> <li>• Course Evaluation</li> <li>• Online Course Evaluation DUE TBA</li> </ul>



## DETAILED ASSIGNMENT INFORMATION

All assignments should be uploaded on the due date indicated in the schedule below via **Blackboard**. The submission deadline for assignments is 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.

### 1. Participation (15%)

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.

Students are expected to participate in activities and discussions. Not participating will be reflected with a zero for the week and as an absence. ***Students with two or more absences will not receive credit for the course.***

***The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.***

#### *Weekly activities and discussion*

##### Activities

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

##### Discussion Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

Discussion Board Guidelines

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Follow these parameters for your discussion board participation:

- Good posts tend to be around **150 - 250 words** per post.
- You are expected to post, at a minimum, **3 times each week**.

**Discussion Board Rubric**

Total possible points	=	Quantity of posts	+	Quality of posts
<b>0 – 10pts</b> Reflects 0 - 3 posts with various levels of quality		6pts Posted 3 messages of required length		4pts Posts reflect high level of critical analysis of course unit content and of others’ ideas. Posts made contributions that incorporated new perspectives on course content and others’ ideas to further the discussion.
		4pts Posted 2 messages of required length		3pts Posts reflect some analysis of course unit content and of others’ ideas. Posts made valid contributions to group discussions.
		2pts Posted 1 message of required length		2pts Posts reflected analysis of course unit content, but did not reflect analysis of others’ ideas.
		0pts Posted no messages of required length		1pt Posts did not reflect analysis of course unit content, but reflected some analysis of others’ ideas.
				0 points Posts did not reflect analysis of course unit content or others’ ideas

**2. Discussion Board Moderator (10%)**

For each session, two students will be responsible for managing the Discussion Board. These two people will respond to classmates’ posts and ask questions that challenge, connect, and extend information posted to the discussion board.

The moderators will propose the main topics to discuss during the week, in relation to the themes, reading assignments and tasks, and will ensure that there is enough depth of discussion on the proposed topics. If needed, they may propose new questions to enrich the discussions within the themes presented. Moderators ensure that everyone participates and that nobody monopolizes the discussions. One of the moderators will have to prepare ahead of time and start the weekly discussion with a meaningful questions based on the readings.

Then the other moderator will be responsible for summarizing the main conclusions reached by the group at the end of the week.

The two discussion board moderator roles are called **starter** and **wrapper**.

- **Starter**: This person will start the discussion by identifying an issue related to the topics and readings of the unit. S/he should post motivating starter questions and/or pose relevant problems **by Thursday**. S/he will also keep the discussion going by getting participants to share ideas, explore the question(s), and think critically about the topics or problems posed. S/he should continue to pose questions and respond to participants **through Monday**.
- **Wrapper**: This person will encourage participants to find solutions and real-life applications to the problems posed by using motivating questions (like the starter). S/he should start moderating the discussion **by Monday**. S/he will integrate the ideas shared by the group and try to conclude the unit by highlighting all new ideas, solutions, and applications constructed through the discussion. S/he will continue the discussion **through Wednesday** and write a wrap-up message that summarizes the main points and issues from the discussion.

**NOTE: I will be the starter and wrapper for the first unit. My starter posts will be in blue. My wrapper posts will be in green.**

Please email me at [jsantia5@gmu.edu](mailto:jsantia5@gmu.edu) and let me know if there is a particular week (or particular weeks) in which you would like to be a starter or wrapper. You could also tell me your preference to be a starter or a wrapper. I will assign the schedule for the Discussion Board starters and wrappers by the end of the first week of class. I will try to honor your requests, but you may not receive your first choice.

### Starter Rubric

Criteria	Exemplary (2)	Developing (1)	Not acceptable (0)
<b>Encourage positive interaction</b>	Starter encourages positive interaction among classmates by following good netiquette.	Starter encourages some positive interaction but doesn't always follow good netiquette.	Starter does not encourage positive interaction among classmates.
<b>Show Depth of Understanding</b>	All posts show deep understanding of the reading and course content.	Posts reflect an effort to make sense of the reading and course content.	Posts don't show an understanding of the reading and course content.
<b>Critical Thought and Reflection</b>	Starter posts questions and responds regularly to others' posts. S/he helps deepen classmates' understanding of the course content by getting participants to share ideas, explore questions, and think critically.	Starter posts questions and responds to classmates' posts but doesn't always deepen classmates' understanding of the readings and course content.	Moderator doesn't post questions or doesn't respond to classmates' posts.
<b>Timing of first and last post</b>	Starter's first post by Thursday Starter's last post by Monday	First post is not on time, or last post is not on time.	Did not post first and last post on time.
<b>Initial starter post(s)</b>	Starts the discussion by identifying an issue (or issues) related to unit topics and readings and posing motivating and relevant questions.	Starts discussion by identifying an issue related to unit topics and readings and posing somewhat motivating and relevant questions.	First post does not identify a relevant or useful issue and doesn't pose motivating and relevant questions.

### Wrapper Rubric

Criteria	Exemplary (2)	Developing (1)	Not acceptable (0)
<b>Encourage positive interaction</b>	Wrapper encourages positive interaction among classmates.	Wrapper encourages some positive interaction but doesn't always follow good netiquette.	Wrapper does not encourage positive interaction among classmates.
<b>Show Depth of Understanding</b>	All posts show deep understanding of the reading and course content.	Posts reflect an effort to make sense of the reading and course content.	Posts don't show an understanding of the reading and course content.
<b>Critical Thought and Reflection</b>	Wrapper posts questions and responds regularly to others' posts. S/he helps deepen classmates' understanding of the readings and course content by getting participants to integrate ideas, find solutions and real-life applications to problems posed.	Wrapper posts questions and responds semi-regularly to classmates' posts but doesn't always deepen classmates' understanding of the readings and course content.	Wrapper doesn't post questions or doesn't respond to classmates' posts.
<b>Timing of first and last post</b>	Wrapper's first post by Monday Wrapper's last post by Wednesday	First post is not on time, or last post is not on time.	Did not post first and last post on time.
<b>Final wrapper post</b>	Wraps up the discussion by summarizing the main points from the discussion and highlighting new ideas, solutions, and applications constructed through the discussion.	Last post summarizes most main points and highlights some new ideas, solutions, and applications.	Last post does not summarize the discussion thoroughly or accurately.

### 3. 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. 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 and life experiences.

While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. You should start with a brief summary of the reading (3-4 sentences). Then it should use one of these strategies to respond to the weekly reading:

- Apply the reading to your own experience as a teacher or learner
- Express your opinion on the ideas presented in the reading
- Evaluate the validity of the information and ideas expressed in the reading
- Reflect on challenges to your beliefs/attitudes/worldview

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.

#### Reading Response Rubric 20 points per response

	<b>Exemplary 4-5 pts</b>	<b>Developing 2-3 pts</b>	<b>Not acceptable 0-1 pt</b>
<b>Organization and Structure</b>	Response starts with a concise summary and uses one (or more) of the reading response strategies.	Response starts with a summary but doesn't use one of the reading response strategies.	Response has no summary and/or doesn't use one of the reading response strategies.
<b>Depth of Understanding</b>	Response shows deep understanding of the reading.	Response reflects an effort to make sense of the reading and respond to it.	Response doesn't make sense and/or doesn't show an understanding of the reading.
<b>Critical Thought and Reflection</b>	Response shows critical thought and reflection; writing demonstrates personal insight, originality, inferences, synthesis, and analysis of the reading.	Response shows some critical thought and reflection; writing demonstrates some insights, originality, inferences, synthesis, or analysis of the reading	Response does not show critical thought and reflection; writing demonstrates few or no insights, originality, inferences, synthesis, or analysis of reading
<b>Submission and Accuracy</b>	Response is on time; is formatted correctly; has few errors.	Response is on time; has some format issues; has some errors.	Response is late; is not formatted correctly; and/or has many errors.

#### 4. 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.

#### Creating a Culture of Literacy Rubric 25 points total

Criteria	Exemplary 5	Accomplished 3-4 pts	Developing 1-2 pts	Not acceptable 0
Connection to course content	Ideas expressed in paper are accurately connected to the content learned in the course. The classroom practices described show deep understanding of course content.	Ideas expressed in paper are not always connected to the content learned in the course. The classroom practices described show understanding of course content.	Ideas expressed in paper are not connected well to the content learned in the course. The classroom practices described show some misunderstanding of course content.	Ideas expressed in paper are not connected to the content learned in the course. The classroom practices described do not show understanding of course content.
Connection to teaching context	Classroom practices described are all connected to/appropriate for the specified teaching context.	Classroom practices described are mostly connected to/appropriate for the specified teaching context.	Classroom practices described are somewhat connected to/appropriate for the specified teaching context.	Classroom practices described are not connected to/appropriate for the specified teaching context.
Clarity of explanation	Provides clear and detailed explanations for how the classroom practices are implemented.	Provides reasonably clear explanations for how the classroom practices are implemented, but some important details are missing.	Provides some clear explanations for how the classroom practices are implemented, but many important details are missing.	Does not provide clear and detailed explanations for how the classroom practices are implemented.
Variety of resources	Utilizes one's own creativity and includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs).	Includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs).	Includes additional sources of ideas from field experience.	Solely relies on classroom texts, webpages, videos, etc. as sources of ideas. No mention of field experience or additional resources.
Accuracy (includes APA format)	Paper is formatted correctly and has no errors.	Paper has some format issues and some errors.	Paper has many format issues and many errors.	Paper not formatted correctly and has many errors.

## 5. Draft of Student Literacy Study (5%)

Read the guidelines for the Student Literacy Study (see below in #7). You will write a draft of this assignment and submit it for feedback a few weeks before the due date. You will be required to submit the following:

1. Rough draft of your Student Literacy Study (8-10 pages): Even if you are still completing your fieldwork, write as much as you can based on the information you have now.
2. Student Literacy Study Rubric: Fill out the rubric based on a self-assessment of the draft you wrote.

You will receive feedback on your draft before you have to submit your final draft at the end of the course

## 6. Field Experience Documentation (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 the Assessments tab.

The ideal schedule for your field experience for this course is to visit your site approximately once every two weeks. There will be activities that align with your readings that should be done in a timely manner to support your completion of your PBA.

The fieldwork will be performed in conjunction with the Project Based Assessment for the course: the *Student Literacy Study*. The fieldwork will be marked as:

**Satisfactory:** completion of all assignments with high quality in a timely and efficient manner.

**Unsatisfactory:** incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field experience in a timely manner** will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

**Field Experience Documentation is required to be submitted through the link in the Assessments tab in Blackboard.**

## **7. Student Literacy Study (SLS) – Performance Based Assessment (PBA) (30%)**

The Student Literacy Study (SLS) is the PBA for this course. 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 and observations, 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 expected that your 20 hours of fieldwork will be performed in conjunction with the SLS. *If you cannot use your fieldwork site to complete your SLS then you will need to arrange other opportunities to complete this assessment.*

It is important to begin planning for your SLS very early in your Field Experience in order to complete sufficient activities and observations with your target student. The SLS 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.

*You are required to submit this assessment twice for this course because the course rubrics include an additional assessment of elements of writing that contribute to your course grade NOT included for course evaluation.* Links for submission can be found in the Assessment tab in the SLS folder.



## 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; 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 collected artifacts. 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. observations) to support your analysis - you must demonstrate the use of multiple methods to collect your evidence.**

The reflection should address how the SLS changed/deepened your understanding of the relationship between language and literacy for CLD students. You may want to include what you would have wanted to improve on or learn more about and why. Refer to readings and theories to support your reasoning.

The paper should be written in **narrative form, 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).

### STUDENT LITERACY STUDY (PBA) RUBRIC

<b>Criteria/Level</b>	<b>Excellent 4</b>	<b>Exceeds Standards 3</b>	<b>Meets Standards 2</b>	<b>Not Met 1</b>
Description of the student  ACEI 1.0	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  TESOL 2	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  TESOL 1.b ACEI 2.1	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  ACEI 1.0	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 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 TESOL 4c ACEI 2.1	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 ACEI 5.1 TESOL 5b	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
<b>TOTAL POINTS: 28</b>				

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

<i>Element</i>	<i>No Errors (1 or 2pts)</i>	<i>Some Errors (0.5 or 1pt)</i>	<i>Multiple Errors (0pts)</i>
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (2)			
Reference page (1)			

Clarity of Writing (2)			
Grammar/Mechanics (2)			
<b>TOTAL POINTS: 8</b>			

