Code # Enter text…

**Letter of Notifications**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Joanna Grymes | 8/29/2017 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Rob Williams | 9/25/2017 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Ron Towery | 8/29/2017 |   **Department Chair:** | |  |  | | --- | --- | | Mary Jane Bradley | 9/25/2017 |   **Head of Unit (If applicable)** |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 8/30/2017 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 9/5/2017 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Vice Chancellor for Academic Affairs** |

**If you require to fill out a Letter of Notification, please email** [**curriculum@astate.edu**](mailto:curriculum@astate.edu) **or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.**

**1.Contact Person** (Name, Email Address, Phone Number)

Dr. LaToshia Woods, [ltwoods@astate.edu](mailto:ltwoods@astate.edu), 870-972-3939

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

N/A

**LETTER OF NOTIFICATION – 13**

**EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY**

***Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.***

**Definitions**

***Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).***

***Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.***

***Distance program – When at least 50% of the major courses are delivered via distance technology.***

1. Institution submitting request: *Arkansas State University*
2. Contact person/title: *Dr. LaToshia Woods, Assistant Professor of Reading*
3. Telephone number/e-mail address: *870-972-3939,* [*ltwoods@astate.edu*](mailto:ltwoods@astate.edu)
4. Name of Existing Certificate or Degree: *Specialist in Education in Reading*
5. Proposed Effective Date for distance technology delivery: *Spring 2018*
6. CIP Code: *13.1315*
7. Degree Code: *6915*

**PROGRAM INFORMATION**

1. Program summary/justification for offering program by distance technology:  
     
   *There is an increasing population of working adults who desire to enhance their education but find traditional college attendance unfeasible due to work constraints, etc. Thus, many working adults prefer the flexibility of an online degree as completion of an online degree will provide opportunities for career change or career enhancement. The current Ed.S.in Reading degree program at Arkansas State University is a flexible degree that gives students the necessary theory and skills to advance in their career and life goals in reading and literacy. Offering this degree online will expand the availability of the degree and give working adults an edge in a competitive world.*
2. Provide the current certificate/degree plan. Mark\* courses that will be taught by adjunct faculty.  
     
   *All courses taught by regular faculty members*

|  |  |  |
| --- | --- | --- |
| **Core Courses** | | |
| **Course Number** | **Course Title** | **Credit Hours** |
| RDNG 7613 | Survey of Quantitative and Qualitative Literacy | 3 |
| RDNG 7473 | Theories of Language Acquisition | 3 |
| RDNG 7653 | Advanced Studies in Reading Comprehension | 3 |
| RDNG 7283 | Writing Pedagogy: Advanced Process in Writing | 3 |
| **Track 1: Advanced Perspective (students who hold a MSE in Reading)** | | |
| RDNG 7543 | New Literacies | 3 |
| RDNG 7643 | Social Foundations of Literacy | 3 |
| RDNG 7273 | Multicultural Influences in Reading and Literature | 3 |
| RDNG 7393 | Literacy Leaders as Community Advocates | 3 |
| **12 HOURS** | | |
| **Track 2: Professional Practice (students who hold a master’s degree in another field)** | | |
| RDNG 6313 | Theory and Practice in Teaching Reading | 3 |
| RDNG 6243 | Reading in the Digital Age | 3 |
| RDNG 6563 | Principles of Literacy Cognition | 3 |
| RDNG 6333 | Reading Practicum I: Diagnosis and Intervention | 3 |
| RDNG 6353 | Reading Practicum II: Leadership in Literacy | 3 |
| **15 HOURS** | | |
| **All candidates must complete a thesis under the supervision of the Department of Teacher Education graduate reading faculty and enroll in 6 hours of RDNG 7451-6: Thesis**  **6 HOURS**  **TOTAL PROGRAM HOURS: 30-33** | | |

1. Provide the list of courses, include course number/title, for the certificate/degree program currently offered by distance technology.  
     
   *RDNG 6333 Reading Practicum I: Diagnosis & Intervention*

*RDNG 6513 Emergent Literacy (Birth – Primary)*

*RDNG 6533 Literacy for Diverse Learners*

*RDNG 6553 Adolescent Literacy*

*RDNG 6563 Principles of Literacy Cognition*

1. If 100% of the program will not be offered by distance technology, list courses that **will not** be offered by distance technology.  
     
   *N/A*
2. For existing courses that will be offered by distance technology (for the first time), provide the course syllabus for each of these courses for the certificate/degree program and indicate the maximum class size for each distance course.  
     
   *Please see Appendix A for syllabi. Maximum class size is 500 students for all courses in program.*
3. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the certificate/degree.  
     
   *Please see recently submitted LON 11C  
     
   RDNG 7423 Studies in Critical Literacy – Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy, multiple literacies, and the role of literacy in the production of power.  
     
   RDNG 7493 Reading and Writing Capstone – Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction.*
4. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

Course delivery mode (check all that apply):

Online X

Compressed-video (CIV)

Audio Conference

Video Conference

Web Conference

Blended delivery (identify components)

Class interaction mode (check all that apply):

Electronic bulletin boards X

E-mail X

Telephone X

Fax

Chat X

Blog X

Other (specify)

1. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).  
     
   *100%*
2. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.  
    *Students may contact the instructor via the instructor’s email address, and instructors will have discussion with students via the Blackboard Learn Platform dependent on the course. Students may interact with Instructors through Skype, Zoom, or Blackboard Collaborate. Students may also call the instructor on the phone using the phone number provided by the instructor.*
3. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.   
    *Please see Appendix B*
4. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.   
    *Arkansas State University will use Academic Partnerships for marketing and recruitment of potential students for this program. Arkansas State University may use Instructional Connections, Inc. to provide Academic Assistants to assist faculty with course grading.*
5. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.  
     
   *Assuming 2 courses are developed and offered per 7-week term. Faculty are not paid overload stipends during the Summer semester as courses are part of their regular earnings during this time frame.*

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 12 | $18,000 |
| Year 2 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 12 | $18,000 |
| Year 3 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 12 | $18,000 |

1. Provide institutional curriculum committee review/approval date for proposed distance technology program.  
     
   *Fall 2017*
2. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]  
     
   The department curriculum committee, college curriculum committee, COPE, and graduate council will be notified of this proposal for distance technology delivery.
3. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

Appendix A

**12367**

**RDNG 6573**

**Action Research in Literacy Education**

***Spring***

**I Instructor Information**

**Dr. Ryan R. Kelly**

**Assistant Professor of Reading, Graduate Reading Programs Coordinator**

Arkansas State University, School of Teacher Education and Leadership

College of Education and Behavioral Science

***Office Location: Education/Communication Building, Room 374***

***Office Hours: Tuesday-Thursday, 9-11 AM (Tentative)***

Direct Line: (870) 680-8445 Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred)

Main Office: (870) 972-3059 Fax: (870) 972-3344

**II. Course Texts and Resources**

1. Stinger, E. (2007). Action research in education, 2nd ed. Upper Saddle River, NJ, Pearson Publishing. (ISBN #0-13-225518-9)
2. *Additional Weekly Readings in PDF Form or URL*

(Available via Blackboard)

**III. Purpose or Goals of the Course**

* Catalog description: Examination of theory and practice in action research as appliced to literacy education with practical application in literacy settings.
* Students will understand the use of action research in education and other professional environments as a way to investigate and promote effective literacy instruction methods in authentic settings.
* Students will design action research projects
* Students will implement approved action research projects and analyze results
* Students will engage in active forms of discourse on course topics

**IV. Course Conceptual Model**

Graduate

Student/ New

In-Service & Knowledge/ Teacher Theory

Practice (Inquiry)

New

Synthesized Revised

Knowledge & Professional

And Conclusions Practice

From Inquiry

**V. Major Course Goals**

1 Graduate students will design an action research project.

2 Graduate students will implement an approved action research project.

3 Candidates will analyze research findings and report findings in an action research project.

**VI. Course Instructional Objectives**

**1) After reading exemplars of action research designs, graduate students will design an action research proposal.**

**2) Graduate students will work with a group of literacy learners to implement an approved action research project.**

**3) Upon completion of the action research project, graduate students will write a report that merges written analysis of results and personal reflection.**

**4) Students will maintain an active online discourse on course topics via Blackboard.**

**VII. Course Objectives (ASU MSE Conceptual Framework and NCTE/IRA)**

**Course is aligned to the following Conceptual Framework (ASU Master of Science in Education Programs in Early Childhood Education, Middle Level, and Reading):**

Strengthening Pedagogy

**Strengthening Pedagogy: The master’s level candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences.**

***The master’s level candidates strengthen pedagogy by:***

• Interpreting and applying appropriate theories and research which capitalize upon the developmental characteristics of all learners and supports instructional choices that will maximize student learning.

• Promoting a wide range of evidence-based instructional practices, including technology resources.

• Understanding the interdisciplinary nature of knowledge and making connections among content area curriculum and prior knowledge.

• Guiding critical dialogue of effective instructional practices which meet the varied needs of all learners.

• Mentoring other teachers through coaching techniques.

• Planning and implementing effective professional development for teachers.

• Sharing the research base, regardless of specialization, for the chosen curriculum and assessment methods.

• Promoting a student-centered, positive learning environment.

Embracing Diversity

**Diversity: The master’s level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students.**

***The master’s level candidates help all students learn by:***

• Understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion.

• Developing strategies that build positive and productive relationships between schools, families, and communities.

• Planning, selecting materials, and creating classroom activities that reflect an in-depth understanding of multicultural education.

• Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children.

Reflective Decision Making

**Reflective Decision Making: The Master’s Level Candidates employ reflective decision making to enhance professional performance.**

***The Masters Level Candidates will use reflective decision making by:***

• Determining the effectiveness of instructional practice through the appropriate use and selection of instructional assessments.

• Utilizing the evidence based rational for strategies used to meet the needs of all learners.

• Determining the impact of student developmental and cultural background on readiness to learning.

• Evaluating their teaching practice using current research and theory

• Demonstrating a sense of efficiency through the application of reflection to Practice

Professional Community Collaboration

**The master’s level candidate demonstrates a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.**

***The master’s level candidates will model appropriate professional community collaboration by:***

• Interpreting and applying appropriate theories and research needed to perform their professional roles and to keep abreast of the field’s changing base.

• Demonstrating a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.

• Understanding the influences derived from family, school, and the broader community and how these contexts affect children’s learning and development.

• Interacting with families and the community to improve the lives of students.

• Demonstrating of flexible varied skills needed to work collaboratively and effectively with stakeholders in professional roles.

• Applying ethical guidelines to public policy and advocacy issues in order to promote more caring, just and equitable communities of service to students and families.

• Using abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

**Course is aligned to the following Conceptual Framework (ASU Professional Education Advanced Programs Conceptual Framework Linkage):**

1. Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
2. Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
3. Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
4. Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
5. Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

**Course is aligned to the following IRA 2010 Standards:**

**Standard 1: Foundational Knowledge**

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction

**Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Standard 4: Diversity**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Standard 5: Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**VIII. Course Policies and Logistics**

**1)** This course is offered via online delivery. A variety of teaching methods may still be utilized **in this course, when possible. These will include, but are not limited to demonstrations, audio-visual material, power point presentations, group discussions/debate, collaborative learning, journal writing, and literature review activities**

**2)** Students are responsible for completing all work **as stated in the Course Schedule (See Section XIII and/or relevant handout).**

3) **No late work will be accepted** unless arrangements have been made in advance with the instructor or if an unexpected family or medical emergency is formally documented and brought to my attention. **Late work that is accepted due to unexcused absence** will result in a one-third letter grade deduction of points for the particular assignment for each day the assignment remains late.

**4) ASU email (PREFERRED) is the method for contacting the instructor.** Do not use any other email address besides your ASU email **to contact the instructor. Do not assume I received your email unless I have replied personally. Be proactive and don’t hesitate to follow-up on communication.**

5) Publisher’s Web Site: the publisher of your textbook may provide several student tools for your use. There may be practice tests, chapter objectives, web links for lesson plans, etc. I suggest you use this. Practice tests may be used as study guides. **The work on the publisher's website will not necessarily be replicated by the instructor.**

**6)** Plagiarism will not be tolerated. **Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.**

**If deemed guilty of plagiarism, Plagiarism on course work/papers/assessments will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic “F” grade for the course.**

**7) Readings, lesson models, rubrics, assignment directions, some lecture notes, and additional information will be placed on Blackboard.** The student is responsible for acquiring materials placed on Blackboard. **Try to make good use of use your library/technology fees.**

**8)** All written work for the course should be thoroughly proofread/revised/edited **and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.**

**Works cited and in-text citation** should consistently follow APA format **(see Course Documents on Blackboard for APA assistance). Assignments accepted via ASU email or Blackboard must be in Microsoft Word format (.doc or .docx) only. No exceptions! There may be opportunities for peer editing or peer review of written work.** Advance drafts of papers for instructor feedback prior to deadlines are encouraged and welcomed.

Papers handed in digitally will likely be returned to students in PDF format**, with visible feedback comments attached by the instructor and possibly narrative comments at the end. Remember:** a paper is not “fully” handed in digitally until I have responded to the email to which it was attached. **Material handed in via hard copy is not “fully” handed in until it is stapled and in my hands.**

9) The instructor always welcomes **student effort to revise written work to improve a grade**. If all changes/revisions to the paper are successful, this will typically result in recovery of up to half of the missed points. Revision ideas and deadline must be negotiated and agreed upon with the instructor no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

The instructor also welcomes discussion with students about disputed paper grades. This must also take place or be scheduled no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

10) **All items on this syllabus are subject to change**. Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course. Adjustments to the course schedule, including number of required meetings will be modified as necessary. *Please keep this in mind as this is a brand new course!*

11) **Always remember that the instructor is committed to your success**.Keep me posted as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course. *I believe in collegiality with graduate students and mentoring graduate student work.*

12) **Remember that you are graduate students in an advanced course.** I expect that you will fully engage with all coursework (readings, discussion, and assignments/assessment) with a professional and academic passion. Grades in a graduate course and program are **earned** and represent your attainment of a high level of theoretical knowledge and potential for professional practice. *Students will not necessarily all reach this level at the same pace. I am committed to your success in this regard.*

**IX. Course Grading**

**Course Grading Breakdown**

Participation 100

Blackboard Discussions (Approx. 18-24; points distributed proportionally) 100

Action Research: Proposal 400

Action Research: Implementation and Report 400

**TOTAL POINTS 1000**

Course Grading Scale (Note +/- does not apply to the grade for the Registrar)

A 920-1000 C 740-829

B 830-919 **F 0-649**

Incomplete “I” Grades

**An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. legitimately documented illness, bereavement, extended graduate student research). Procrastination, pressure of other courses, or work not connected with the student’s school load, are not acceptable reasons for an “I” grade. All “I” grades must have prior approval of the department chair in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.**

**X. Course Online Discussion: Blackboard**

Weekly coursework will take the form of online discussion/discourse on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge.

Blackboard discussion posting will essentially involve two discussion postings each week, one a Reading Response to any/all of the assigned reading for the week, the other a Peer Response that is more personal, and more about your classmates’ thinking than the course readings.

*A handout will overview Blackboard posting in greater detail and further define the nature of both the Reading Response post and the Peer Response post.*

**XI. Action Research: Proposal**

The first major component of this course will be the Action Research Proposal

This Action Research Proposal will detail a proposed study design, including a brief preliminary literature review, which will overview the methodological steps to be taken in the Action Research Project. This study design will follow a complete epistemological format, will include a firm rationale for steps taken in study design, and will describe steps to be taken to collect relevant data for analysis. The proposal will also include a brief prediction of possible results.

*A handout (via Blackboard) will overview the Action Research Proposal component in greater detail and will include the relevant grading rubric.*

**XII. Action Research: Implementation and Report**

The second aspect of this course will be the Action Research Implementation and Report (which consists of the original proposal PLUS the outcome of the study).

The Action Research Report will vary greatly from project to project. Implementation of the Action Research will be conducted independently—likely on-site at the graduate student’s school of employment. For graduate students who are not in-service teachers, ample opportunity for data collection will exist, as well. The Action Research Report will accomplish two purposes: report findings, and fuel relevant reflection. The Report will detail the actual steps undertaken in the research, will describe data collected, analyze data according to relevant analysis model described in the Proposal, and state findings as they apply to literacy education.

Additionally, the Report will have opportunities for personal reflection on the process built in with the hopes of enhancing poignant personal connections to the research process. A final step in the report will be constructing a PPT Presentation (~10 minutes) for sharing study results in class on the final course meeting (with hopes of future conference presentation).

*A handout (via Blackboard) will overview the Action Research Reporo component in greater detail and will include the relevant grading rubric.*

**XIII. Course Schedule**

*\* Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed and will follow the following format:*

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | DAY | **TOPIC** | **DUE (on this class meeting)** |
| Week #  *Online* | #/# | Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments. | Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.  **Major course assignments DUE are listed in Bold text.** |

**XIV. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

**XV. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum. Some of the literature presented and used as examples will be multicultural in nature. In addition, we will be discussing diversity in the literacy classroom and how to adapt instruction for English Language and at-risk learners. Included will be teaching strategies for the learning disabled and the economically disadvantaged students.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to (Pathwise Domain B):

1. Create a climate that promotes fairness to all.
2. Establish and maintain the appropriate rapport with students.
3. Communicate challenging learning expectations to each student.
4. Establish and maintain consistent standards of classroom behavior.
5. Make the physical environment as safe and conducive to learning as possible.

**Arkansas State University**

**Department of Teacher Education**

**Summer RDNG 7283**

***Writing Pedagogy: Advanced Processes of Writing***

# I. Course Information

A. Course: *Writing Pedagogy—Advanced Processes of*

*Writing*

Examines varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings.Reflection on personal and academic writing practices and research of writing pedagogy facilitates the study of effective application.

Meeting times: Online

B. Instructor: Dr. Dixie Keyes

C. Office: Room 369

D. Phone: 501-680-8065 – Office

E. E-mail: [dkeyes@astate.edu](mailto:dkeyes@astate.edu)

F. Office Hours: By appointment

# II. Reading

1. Primary Texts:

Murray, D. (1985*). A writer teaches writing.* Houghton Mifflin.

Schneider, P. (2003). *Writing alone and with others.* Oxford University Press.

# **B. Supplemental Texts (not required):**

Berdan etal. (2006). *Writing for a change: Boosting literacy and learning through social action.* National Writing Project and Jossey-Bass.

Hermsen, T. (2009). *Poetry of place: Helping students writer their worlds.* NCTE.

1. Supplemental Website and Website Pages:

<http://allpoetry.com/poems>

<http://www.ncte.org/positions/writing>

<http://www.nwp.org/cs/public/print/resource/3076> Linda Christensen article

<http://www.nwp.org/cs/public/print/resource/3076> Writing for the Public--case study published in *English Education*

<http://www.zettaelliott.com/blog/> The Blog of Zetta Elliott, scholar & author; “Disappearing into the System”

<http://clayfturner.com/> Website of local author (wordpress)

<http://writingteaching.edublogs.org/author/mistermayers/> Blog of local educator (edublog)

<http://www.makealivingwriting.com/10-writer-websites-kick-butt-clients/> For examples of writers’ blogs

# **Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve the writing of adolescents in middle and high schools-- A Report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education. Accessible at:** [**http://www.all4ed.org/files/archive/publications/WritingNext/WritingNext**](http://www.all4ed.org/files/archive/publications/WritingNext/WritingNext)

# **.pdf**

Magrath et al. (2003). *The neglected “R”: The need for a writing revolution— Report of The National Commission on Writing in America’s Schools and Colleges.* The College Board. Accessible at:

<http://www.collegeboard.com/prod_downloads/writingcom/neglectedr.pdf>

# III. Purpose of the Course

In the graduate course, Writing Pedagogy—Advanced Processes of Writing, the purposes of the course include:

1) Analyzing current schooling initiatives and reform policies related to processes of writing and writing instruction; 2) Examining the various modes and techniques of recursive writing experiences (personal and those of others); 3) Studying the theory that underlies the significance of prewriting, drafting, revision, editing and publishing experiences for teachers and learners; and 4) Rehearse writing experiences and developing oneself as a teacher and professional who writes.

For major projects and assignments, students will: 1) develop both narrative and expository writing pieces using various prewriting, revision, feedback and editing techniques; 2) compile a digital reflective portfolio that accumulates the stages of recursive writing processes; 3) develop an evidence-based learning environment for student writers and share the evidence-base which supports it ; 4) develop an annotated bibliography of relevant resources central to instructional interests and curricular leadership responsibilities; 5) analyze existing writing programs or approach to writing in their home schools and/or districts and develop a working plan for refinement of professional development in writing.

This course is aligned with current International Reading Association and NCATE-approved national literacy organization position statements and policies regarding issues in adolescent literacy. Upon successful completion of this course, graduate students will be capable of supporting children’s literacy learning and leading other educators toward effective approaches to positive literacy development and engagement with a wide variety of literature and correlated modes and methods of writing.

# Course Objectives

1. TheInternational Reading Association standards met by this course are: 1.1, 1.2, 1.3, 2.3, 5.1, 5.2, 5.3

FOUNDATIONAL KNOWLEDGE:

*From 1.1--*

 Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

 Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

 Demonstrate a critical stance toward the scholarship of the profession.

* Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

*From 1.2—*

* Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
* Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

*From 1.3—*

* Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
* Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

CURRICULUM AND INSTRUCTION:

*From 2.1—*

* Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

 Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.

* Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

*From 2.2—*

* Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

*From 2.3—*

 Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

 Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

ASSESSMENT AND EVALUATION:

*From 3.1—*

* + Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
  + Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

DIVERSITY:

*From 4.1—*

 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.

 Assist teachers in developing reading and writing instruction that is responsive to diversity.

*From 4.2—*

 Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

 Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

 Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.

*From 4.3—*

 Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

 Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.

LITERATE ENVIRONMENT:

*From 5.1—*

* Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

*From 5.2—*

 Create supportive social environments for all students, especially those who struggle with reading and writing.

 Model for and support teachers and other professionals in doing the same for all students.

*From 5.3—*

* Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

*From 5.4—*

* Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

PROFESSIONAL LEARNING AND LEADERSHIP:

*From 6.1—*

* Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.

*From 6.2—*

 Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

 Join and participate in professional literacy organizations, symposia, conferences, and workshops.

 Demonstrate effective interpersonal, communication, and leadership skills.

 Demonstrate effective use of technology for improving student learning.

*From 6.3—*

 Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).

 Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.

*From 6.4—*

* Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

B. Department of Teacher Education Advanced Conceptual Frameworks:

“EMPOWERING TEACHERS AS LEADERS”

1. Strengthening Pedagogy: Master’s Level Candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences.

*The master’s level candidates strengthen pedagogy by:*

* **Interpreting and applying appropriate theories and research which capitalize upon the developmental characteristics of all learners and supports instructional choices that will maximize student learning.**
* **Promoting a wide range of evidence-based instructional practices, including technology resources.**
* **Understanding the interdisciplinary nature of knowledge and making connections among content area curriculum and prior knowledge.**
* **Guiding critical dialogue of effective instructional practices which meet the varied needs of all learners.**
* **Mentoring other teachers through coaching techniques.**
* **Planning and implementing effective professional development for teachers.**
* **Sharing the research base, regardless of specialization, for the chosen curriculum and assessment methods.**
* **Promoting a student-centered, positive learning environment.**

2. Embracing Diversity: The master’s level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students.

*The master’s level candidates will help all students learn by:*

* **Understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion.**
* **Developing strategies that build positive and productive relationships between schools, families, and communities.**
* **Planning, selecting materials, and creating classroom activities that reflect an in-depth understanding of multicultural education.**
* **Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children.**

**3)** Reflective Decision Making**:** The Master’s Level Candidates employ reflective decision making to enhance professional performance.

*The Masters Level Candidate will use reflective decision making by:*

* **Determining the effectiveness of instructional practice through the appropriate use and selection of instructional assessments.**
* **Utilizing the evidence based rational for strategies used to meet the needs of all learners.**
* **Determining the impact of student developmental and cultural background on readiness to learning.**
* **Evaluating their teaching practice using current research and theory**
* **Demonstrating a sense of efficiency through the application of reflection to practice**

4) Professional Community Collaboration: The master’s level candidate demonstrates a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.

*The master’s level candidate will model appropriate professional community collaboration by:*

* **Interpreting and applying appropriate theories and research needed to perform their professional roles and to keep abreast of the field’s changing base.**
* **Demonstrating a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.**
* **Understanding the influences derived from family, school, and the broader community and how these contexts affect children’s learning and development.**
* **Interacting with families and the community to improve the lives of students.**

C. ISTE Linkage

1. Technology Operations and Concepts

a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology

2. Planning and Designing Learning Environments and Experiences

a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners

c. Identify and locate technology resources and evaluates them for accuracy and suitability

3. Productivity and Professional Practice

a. Use technology resources to engage in ongoing professional development and lifelong learning

c. Apply technology to increase productivity

4. Social, Ethical, Legal, and Human Issues

c. Identify and use technology resources that affirm diversity

D. PRAXIS Reading Specialist K-12 Connections ([www.ets.org](http://www.ets.org)) :

### I. Theoretical and Knowledge Bases of Reading

1. Demonstrate an understanding of the social, linguistic, and cultural influences on language and literacy learning
2. Demonstrate knowledge of experiences that support different stages of literacy development
3. Demonstrate an understanding of the relationships among reading, writing, speaking, and listening
4. Demonstrate knowledge of the role of the reader’s prior knowledge, of the reader's social/cultural/linguistic background, and of the role of social interaction in constructing meaning

### II. Application of Theoretical and Knowledge Bases of Reading in Instruction

1. Demonstrate an understanding of the relationship between reading and writing instruction and of how writing and reading support each other at different developmental levels
2. Demonstrate knowledge of how to construct instructional plans in which assessment, goals, instruction, and reassessment are connected and continuous
3. Demonstrate knowledge of explicit instructional strategies to teach students how to monitor their own word identification strategies, comprehension, and comprehension strategies
4. Demonstrate knowledge of instructional approaches to foster higher-order, critical, reflective thinking about text
5. Demonstrate an understanding of the instruction of comprehension strategies, including modeling when and how to orchestrate multiple comprehension strategies and their scaffolding
6. Demonstrate knowledge of explicit instruction and scaffolding for learning study skills and strategies (e.g., note taking and test taking)
7. Demonstrate an understanding of how literacy practices and needs differ across content areas (e.g., science, math, history, art)
8. Demonstrate an understanding of how to appropriately use texts (e.g., nonprint materials, media, trade books, textbooks, and electronic texts) within diverse genres for multiple purposes and life-long learning
9. Demonstrate knowledge of a variety of children’s/adolescent’s literature, including multicultural literature, and how to mediate it to enhance instruction
10. Demonstrate an understanding of how technology can be used to enhance instruction
11. Demonstrate an understanding of how to teach students to recursively apply strategies for planning, drafting, revising, and editing texts to different genres for a variety of purposes and audiences
12. Demonstrate an understanding of the purpose of publication of student writing in literacy acquisition
13. Demonstrate an understanding of deliberate vocabulary instruction across grades and content areas
14. Demonstrate knowledge of how to plan and implement instruction that addresses the strengths and needs of all students
15. Demonstrate an understanding of instructional decisions to accommodate learners with social, cultural, linguistic, and cognitive differences

### III. Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment

1. Demonstrate an understanding of the appropriate selection, use, and interpretation of formal assessment tools (e.g., norm-referenced tests, criterion-referenced tests, formal and informal inventories, on-demand direct writing) and teacher-developed assessment tools (e.g., constructed-response measurements, portfolio-based assessments, running records, miscue analysis, student self-evaluations, work/performance samples, observations, anecdotal records, journals) to report, evaluate and modify instruction for successful learning

### IV. Reading Leadership

1. Demonstrate an understanding of culturally relevant curricular approaches to improve instruction
2. Demonstrate an understanding of the importance of school and community when promoting home-school connections
3. Demonstrate an understanding of how to promote positive and effective literacy connections between the home and the school

**E. Primary Goals/Objectives of the Course**

**#1:** To move teachers recursively from the practice of writing, to theories about the writing process, to the practice of teaching writing, and then to a more informed practice of writing

**#2:** To objectively discuss theory about writing

**#3:** To subjectively reflect on one’s own experience based on discovered theory

# V. Course Assessment and Performance Measures

A. Reflective Writing Process Digital Portfolio (recursive practices)

B. Narrative Piece

C. Expository Piece

D. Professional Piece—using poetry in content areas

E. Connections to Theory on Writing

F. Analysis of Writing Program

1. **Class Participation**:

All students are required to be prepared and participate in class discussions.

**B. Written Assignments**:

Unless otherwise directed, written assignments should be typed, double-spaced, in 12 pt Times New Roman (or equivalent) font.

**C. Learning Activities/Products:**

**Digital Reflective Writing Portfolio**

**Narrative and Community pieces completed and publishable**

**Reading Responses and Poetry Postings**

**Annotated Bibliography of Sources on Writing**

**Professional Development Plan on Writing**

**Create a Blog—Professional Community Participation**

|  |  |  |
| --- | --- | --- |
| Assignment | **Points Worth** | **Date Due** |
| Digital Reflective Writing Portfolio, to include examples of your recursive practices for two pieces of writing (powerpoint; Prezi; Vimeo; | 100 |  |
| Narrative Piece (fiction or literary nonfiction) – finished and publishable; posted on your blog. | 100 |  |
| Community Piece (any genre—informational; poetry; biography; autobiography; travel; Op-ed; feature news; letter)—finished and published or sent to appropro audience; posted on your blog. | 100 |  |
| Reading responses *(on our class blog)* andAllPoetry.com postings *(from poetic responses to WRITING ALONE and WITH OTHERS)* | 50  50  (100 total) |  |
| Annotated Bibliography of Sources on Writing (20 items) | 100 |  |
| Professional Development Plan on Writing for Colleagues/Peers *(customized for your setting or workplace)* | 100 |  |
| Professional Community Participation—writing groups (Google Docs, on your blog) | 100 |  |
|  |  |  |
|  | 700 points |  |

|  |  |
| --- | --- |
| **Grading Scale** | |
| *Letter* | *Percentage* |
| A | 92 – 100 |
| B | 84 – 91 |
| C | 75 – 83 |
| D | 66 – 74 |
| F | 65 ↓ |

# VI. Course Topics (order may vary)

1: Reading/Writing Workshop—How to acknowledge and encourage recursivity

2: Mini-lessons for all portions of the writing process

3: Writing a Narrative—prewriting, revision, editing and publishing experiences

4: Writing an Expository piece—prewriting, revision, editing and publishing experiences; transitioning from a narrative

5: Writing a Professional Piece—prewriting, revision, editing and publishing experiences; transitioning from an expository piece or from reflective experiences

6: Poetry—modes of free verse; examination of personal processes; editing for meaning and descriptive elegance; using poetry to explore and synthesize meaning from content areas

7: Reading/Writing Workshop Experiences: records of learning & reading—noting grammar learning, teacher to student and student to student conferences, clocking, journeys in revision

8: Embracing Publication—development of anthologies in print and online

9: Valuing the individual identity of student writers—taking them home and then to writing

10: Blended Genres of writing

11: Developing Writing Groups

12: Issues in Assessment of Writing and meeting state standards

# VII. Special Considerations and/or Features of the Course

1. Students enrolling in this course must be admitted to ASU graduate school; this course is part of the Arkansas Delta Writing Project and participation depends upon acceptance into the Summer Writing Institute for Teachers.
2. The student is responsible for all assigned readings, including power-point presentations, handouts and journal articles. Copies will be made for you for your demonstration lesson.
3. Written assignments should not be copied from papers of others students, from the models used by the instructor, or from published materials. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community. *Please document sources used for lesson plans, including Internet Sites.*
4. Students should use appropriate technology when completing projects.
5. The aforementioned requirements, assignments, policies, etc. are subject to change. Students’ experiences and needs will be considered when modifying the course syllabus.
6. Students are responsible for reading during reading time and writing during writing time.

VIII. Procedures to Accommodate Students with Disabilities

Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services (870-972-3964). Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

1. **References**

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style*

*into writer’s workshop.* Portland, ME: Stenhouse.

Atwell, N. (1989). *In the middle: Reading, writing, and learning with adolescents.* Portsmouth, New Hampshire: Boynton/Cook.

Bauman, A. & Peterson, A. Eds. (2002). *Breakthroughs: Classroom discoveries about*

*teaching writing*. NWP.

Berdan, K. etal, Eds. (2006). *Writing for a change: Boosting literacy and learning*

*through social action*. Jossey-Bass.

Brannon, L., Knight, M., Neverow-Turk, V. (1982). *Writers writing*. Montclair,

NJ: Boynton/Cook.

Brooke, R., Ed. (2003). Rural voices: *Place-conscious education and the teaching*

*of writing.* Teachers College Press and NWP.

Buss, K & Karnowski, L. (2005). *Reading and writing literary genres*. Newark, Delaware: International Reading Association.

(1996). *Cityscapes: Eight views from the urban classroom*. Urban Sites Network of the NWP.

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Dean, D. (2012). *Writing Instruction That Works.* NCTE.

Daniels, H. (2001). *Literature circles: Voice and choice in book clubs & reading groups.*

Portland, Maine: Stenhouse Publishers.

Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH:

Heinneman.

Goldberg, N. (2005). *Writing down the bones: Freeing the writer within.* New York:

Random House.

Goldberg, N. (2000). *Thunder and lightning. Cracking open the writer’s craft.* Bantam

Books.

Keene, E.O. (2009). *To Understand.* Heinemann.

Lane, B. (1993). *After the end: Teaching and learning creative revision*. Portsmouth,

NH: Heinemann

# **Lane, B (2008). *But how do you teach writing? A simple guide for all teachers.* Scholastic: New York.**

Murray, D. (1985). *A writer teaches writing*. Boston, MA: Houghton Mifflin.

Murray, D. (1987). *Write to learn*. Ft. Worth: Holt Rinehart.

Newkirk, T. & Atwell, N, Eds. (1988). *Understanding writing: Ways of*

*observing, learning and teaching*. Portsmouth, NH: Heinemann.

Peterson, A. (1996). *The writer’s workout book: 113 stretches toward better*

*prose.* NWP.

Rief, L. (1991). *Seeking diversity: Language arts with adolescents.* Portsmouth, New

Hampshire: Heinemann.

Winter, E. & Robbins, S., Eds. (2005). *Writing our communities: Local learning*

*and public culture.* NCTE and NWP.

**RDNG 7393**

**Literacy Leaders as Community Advocates**

***Summer 2016: Mondays/Wednesday 9:50 to 11:55 AM @ ED 202***

**I. Instructor Information**

**Dr. Ryan R. Kelly, Associate Professor of Reading**

Arkansas State University, School of Teacher Education and Leadership College of Education and Behavioral Science

***Office Location: Education/Communication Building, Room 374 Office Hours: Summer I (By Appointment); Please email***

Direct Line: (870) 680-8445 Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred) Main Office: (870) 972-3059 Fax: (870) 972-3344

**Required:**

**II. Course Texts and Resources**

1. McAndrew, D. A. (2005). Literacy leadership: Six strategies for peoplework. Barksdale, Delaware: International Reading Association.
2. *Additional Weekly Readings in PDF Form or URL*

(Available via Blackboard)

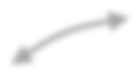
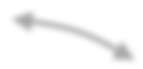
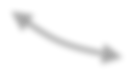
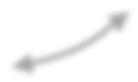
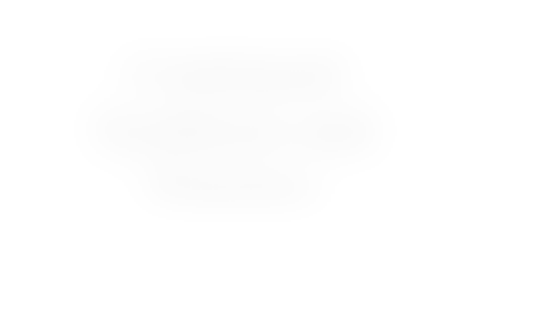
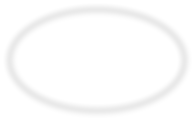
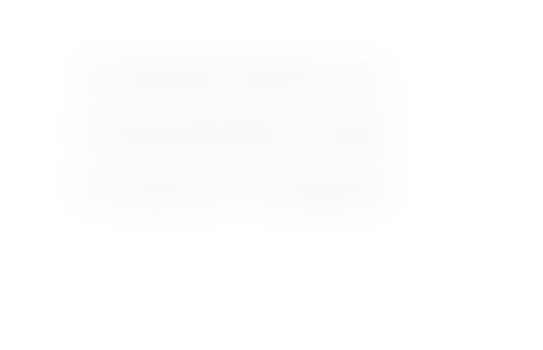
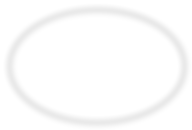
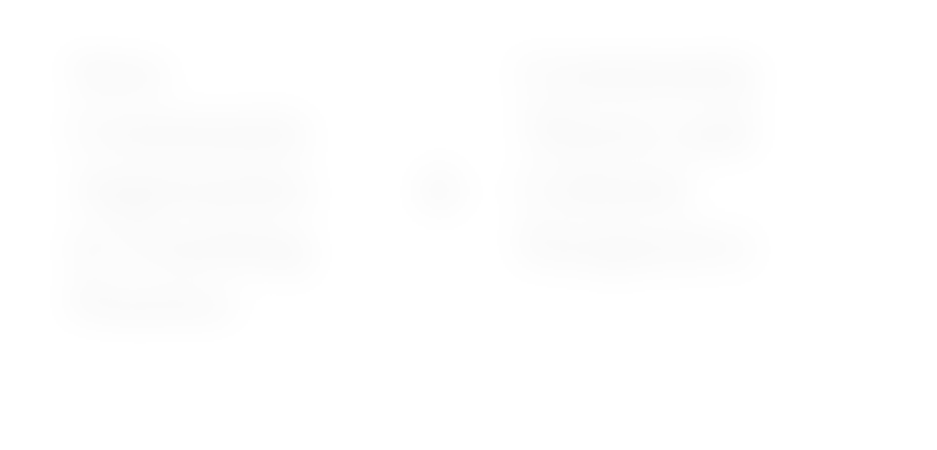
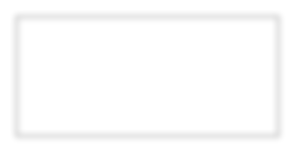
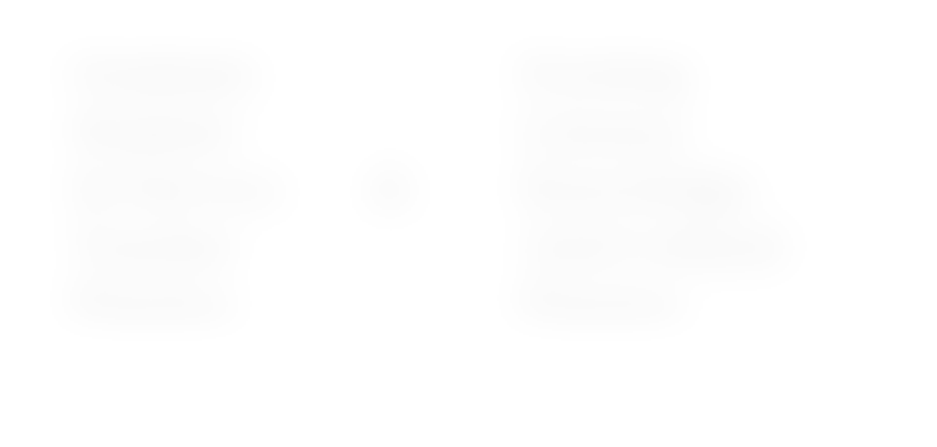
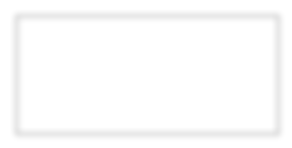
*Note: These readings are subject to change, continued engagement; student contribution is welcome and encouraged.*

**III. Purpose or Goals of the Course**

Catalog description: Examines the role of literacy leaders within the school, community, and family context. Explores literacy advocacy project development, implementation, and evaluation.

* Exploration of possible funding options in support of community literacy leadership
* Practice in semi-ethnographic field notes/memos in support of synthesized understanding of community literacy sites
* Collaborative analysis of community literacy services and synthesis or proposal of continued services

**IV. Course Conceptual Model**



Connections to Classmates and Course Content

Graduate Student/ In-Service Teacher Practice

&

Existing Literacy Knowledge And Cultural Practice

New Community Approaches to Teaching Practice

Community Theory and

& Cultural Perspective

Continued Synthesis and Practice

**V. Major Course Goals**

1 Primary Course Goal: This course will explore community literacy services and explore relevant theory and approaches toward continued work as literacy leaders within the community.

1. The student will know what federal, state, and local resources are available for literacy leaders.
2. The student will propose a topic or project targeting school, community, or family stakeholders.
3. The student will evaluate and report on the proposed effectiveness of a collaborative literacy project.

**VI. Course Instructional Objectives**

1. Students will research and create a report of federal, state, and/or local resources for literacy leaders.
2. Students will work collaboratively with school, community, and/or family stakeholders to develop and implement (or propose) a literacy project designed to promote literacy.
3. Students will create an evaluation summary to report the effectiveness of a collaborative literacy project (or make prediction of outcome).

**VII. Course Linkage/Alignment (ASU MSE Conceptual Framework and NCTE/IRA)**

**Course is aligned to the following Conceptual Framework (ASU Professional Education Advanced Programs Conceptual Framework—Strengthening and Enriching Learning):**

**Professional Identity:** Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

**Knowledge**

* + Understands ethical and legal standards.
  + Understands the importance of and strategies for effective advocacy on behalf of the profession.

**Skills**

* + Demonstrates competence in applying knowledge of content and research in professional practice.
  + Promotes and applies ethical and legal standards in decision-making.
  + Demonstrates professionalism in use of digital media.

**Professional Dispositions**

* + Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.
  + Demonstrates self-efficacy by effectively reflecting on professional practice.

**Diversity:** Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.

**Knowledge**

* + Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

**Skills**

* + Plans and creates experiences that help all students learn.
  + Demonstrates ability to build collaborative relationships among schools, families, and communities.
  + Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

**Professional Dispositions**

* + Values and respects individuals and their differences.
  + Believes all students can learn.

**Advanced Knowledge and Skills:** Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

**Knowledge**

* + Knows content and concepts of the discipline at an advanced level.
  + Understands the interdisciplinary nature of content and pedagogical knowledge.

**Skills**

* + Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
* Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
* Selects and develops strategies and technologies, based on research and experience, to help all students learn.
* Reflects to enhance professional practice.

**Professional Dispositions**

* Values caring and supportive learning environments that encourage self-direction by all students.
* Values life-long learning and **mastery of content and pedagogical knowledge.**

**Ecological Dimensions:** Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

**Knowledge**

* Understands the complexities of social systems that impact student learning.

**Skills**

* Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
* Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

**Professional Dispositions**

* Values the intertwining role of family, community, and schools and their impact on student learning.
* Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

**Evidence-Based Practices:** Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

**Knowledge**

* Understands the relevance of research findings and performance data.

**Skills**

* Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
* Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
* Demonstrates ability to interpret and apply research findings from professional literature.

**Professional Dispositions**

* Appreciates the importance of evidence-based practice.

**Course is aligned to the following IRA 2010 Standards and Elements:**

**Standard 1: Foundational Knowledge**

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Elements:**

* 1. : Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
  2. : Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
  3. : Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

**Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Elements:**

* 1. : Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
  2. : Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Elements:**

* 1. : Understand types of assessments and their purposes, strengths, and limitations.
  2. : Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
  3. : Use assessment information to plan and evaluate instruction.
  4. : Communicate assessment results and implications to a variety of audiences.

**Standard 4: Diversity**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Elements:**

* 1. : Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
  2. : Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
  3. : Develop and implement strategies to advocate for equity.

**Standard 5: Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Elements:**

* 1. : Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.
  2. : Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
  3. : Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
  4. : Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction

**Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Elements:**

* 1. : Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
  2. : Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]
  3. : Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
  4. : Understand and influence local, state, or national policy decisions.

**VIII. Course Policies and Logistics**

1. **A variety of teaching methods may still be utilized** in this course, when possible. These will include, but are not limited to lecture, demonstrations, audio-visual material, power point presentations, group discussions/debate, collaborative learning, journal writing, literature reviews, and small group activities
2. Each student is expected to **bring all course materials and supplies** (textbook and/or articles, binder, note-taking material, etc.) to **any required** class meeting. Please do not leave any course text or your course notes/handouts at home.
3. **Students are responsible for completing all work** as stated in the Course Schedule (See Section XV).
4. **Full attendance and participation is *required***. Final course grade will be impacted by a one-third letter step for each absence from a required meeting without advance arrangement. Attendance and participation, due to the limited number of course meetings, is critical. **Any absences from required course meetings will NOT be excused without legitimate, formal documentation of a family or medical emergency.**
5. **No late work will be accepted** unless arrangements have been made in advance with the instructor or if an unexpected family or medical emergency is formally documented and brought to my attention. **Late work will not be accepted due to unexcused absence**.
6. ASU email (PREFERRED) for contacting the instructor. **Do not use any other email address besides your ASU email** to contact the instructor. Do not assume I received your email unless I have replied personally. Be proactive and don’t hesitate to follow-up on communication.
7. **Cell phones and other messaging devices should be turned off and stay off** during required class meetings. I don’t mind if you use laptops for notes or digital texts; however, if you misuse them, that privilege will be taken away.
8. Please **do not bring children or other uninvited guests to class**. Only the instructor may invite a guest to class. *NO EXCEPTIONS.*
9. Publisher’s Web Site: the publisher of your textbook may provide several student tools for your use. There may be practice tests, chapter objectives, web links for lesson plans, etc. I suggest you use this. Practice tests may be used as study guides. **The work on the publisher's website will not necessarily be replicated by the instructor.**
10. **Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

If deemed guilty of plagiarism, Plagiarism on course work/papers/assessments will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic “F” grade for the course.

1. Various course materials may be placed on Blackboard Learn. **The student is responsible for acquiring materials placed on Blackboard.** Try to make good use of use your library/technology fees.
2. **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format** (see Course Documents on Blackboard for APA assistance). Assignments accepted via ASU email or Blackboard must be in Microsoft Word format (.doc or .docx) only. No exceptions!

There may be opportunities for peer editing or peer review of written work. **Advance drafts of papers for instructor feedback prior to deadlines are encouraged and welcomed.**

**Papers handed in digitally will likely be returned to students in Word or PDF format**, with visible feedback comments attached by the instructor and possibly narrative comments at the end. Remember: **a paper is not “fully” handed in digitally until I have responded to the email to which it was attached.** Material handed in via hard copy is not “fully” handed in until it is stapled and in my hands.

1. The instructor always welcomes **student effort to revise written work to improve a grade**. If all changes/revisions to the paper are successful, this will typically result in recovery of up to half of the missed points. Revision ideas and deadline must be negotiated and agreed upon with the instructor no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

The instructor also welcomes discussion with students about disputed paper grades. This must also take place or be scheduled no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

1. **I am committed to your safety in inclement weather**. Class will only be cancelled officially if the university publicizes an official closing. Commuting students should use good judgment to determine if they should drive to campus. **If a student decides not to come to campus due to publicized inclement weather,** it is the student’s responsibility to contact the instructor ahead of time to arrange the absence.
2. **All items on this syllabus are subject to change**. Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course. Adjustments to the course schedule are typically made available on Blackboard.
3. **Always remember that the instructor is committed to your success**. Keep me posted as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course. **We are colleagues!**
4. **Remember that you are graduate students in an advanced, post-Master’s course.** I expect that you will fully engage with all coursework (readings, discussion, and assignments/assessment) with a professional and academic passion. Grades in a graduate course and program are **earned** and represent your attainment of an intense level of theoretical knowledge and potential for professional practice. Students will not necessarily all reach this level at the same pace. I am committed to your success in this regard and will assist each of you as best I can in successfully completing the course.

**IX. Course Grading**

**Course Grading Breakdown**

Attendance/Participation 100

Blackboard Discussions (6.25 per Post) 100

Three Raw Field Memos (via your BB Forum; 100 per Memo) 300

Synthesized Report of Community Literacy and Community Literacy Proposal 500

**TOTAL POINTS 1000**

**Course Grading Scale (Note +/- does not apply to the grade for the Registrar)**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 920-1000 | B | 830-919 |
| C | 740-829 | **F** | **0-739** |

**Incomplete “I” Grades**

An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. legitimately documented illness, bereavement, extended graduate student research). Procrastination, pressure of

other courses, or work not connected with the student’s school load, are not acceptable reasons for an “I” grade. All “I” grades must have prior approval of the department chair in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.

**X. Course Online Discussion via Blackboard**

Weekly coursework will take the form of online discussion/discourse on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge. *These responses must be substantial.*

Blackboard discussion posting will essentially involve two discussion postings each week, one a Reading Response to any/all of the assigned reading for the week, the other a Peer Response that is more personal, and more about your classmates’ thinking than the course readings.

*A handout will overview Blackboard posting in greater detail and further define the nature of both the Reading Response post and the Peer Response post.*

**XI. Raw Field Memos**

Students in this course will complete A MINIMUM OF THREE field journaling/memos at community sites immediately following visits to sites (or via phone contact and website examination). These field journals/memos will be qualitative, semi-ethnographic in nature, and will represent the student’s effort to both capture relevant observation and information, and grow as a researcher.

Field journaling/memos will be crucial in that they will represent student effort to research literacy service on the community level and will serve as the raw material for the Synthesized Report assignment. Field journaling/memos may be analyzed collaboratively in class.

Field journaling/memos will be handed in publically via a custom forum for each student on Blackboard.

*Additional materials (via Blackboard) will model and support this activity.*

**XII. Synthesized Report of Community Literacy and Literacy Proposal**

This synthesized product (highly conceptualized in a summer term) will represent effort by the student to analyze the community literacy services they investigated and propose/design relevant literacy service in the community that fills a need identified within the synthesized report.

Made possible by visits to sites (or phone contact and website examination) and their relevant journaling/memos, this project synthesis represents the early stages of proposal development that would eventually be suitable for further development as a grant proposal.

*A template (via Blackboard) will overview the Synthesized Report of Community Literacy and Literacy Proposal requirements in greater detail.*

**XIII. Course Schedule**

*\* Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed and will follow the following format:*

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DAY** | **TOPIC** | **DUE (on this class meeting)** |
| Week #  *Online* | #/# | Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments. | Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.  **Major course assignments DUE are listed in Bold text.** |

**XIV. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

**XV. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to:

* 1. Create a climate that promotes fairness to all.
  2. Establish and maintain the appropriate rapport with students.
  3. Communicate challenging learning expectations to each student.
  4. Establish and maintain consistent standards of classroom behavior.
  5. Make the physical environment as safe and conducive to learning as possible.

**Arkansas State University**

**College of Education**

**Department of Teacher Education**

**RDNG 7423: Studies in Critical Literacy**

*This course is delivered completely online.*

1. **Required Primary Texts:**

Holly, S. (2011). *Culturally and linguistically responsive teaching and learning*. Huntington Beach, CA: Shell Education.

Janks, H., Dixon, K., Ferreira, A., Granville, S., & Newfield, D. (2013). *Doing critical*

*literacy: Texts and activities for students and teachers*. London, England: Routledge.

Articles and other assigned readings for the course that will be posted on Blackboard

1. **Supplemental Text:**

APA Manual, 6th edition. Recommended.

1. **Software:**

Microsoft Office. Free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

**Course Description:** Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy; multiple literacies; and the role of literacy in production of power.

**Major Course Objectives**

Candidates will:

analyze theories of critical literacy pedagogy.

examine the tenets of critical literacy as a social practice.

analyze the value of critical literacy for social action.

analyze bias in children’s books through critical literacy.

examine the value of multiple literacies.

examine one’s own biases and how they influence literacy instruction.

**Program Outcomes**

Although this course addresses content for ILA Standard 4, there is not program-level assessment for this course. The program-level assessment for ILA standard 4 is addressed within another course.

**Course Outcomes**

|  |  |
| --- | --- |
| **Outcome 1** | Candidates will recognize key principles of critical literacy in order to incorporate them into reading and writing instruction. |
| Which learning activities are responsible for this outcome? | The candidates will complete reading journal entries that require them to explain the principles of critical literacy and give examples of how critical literacy strategies have been incorporated into reading and/or writing lessons. |
| Assessment Measure | Reading journal entries submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 2** | Candidates will develop understandings of the tenets critical literacy pedagogies. |
| Which learning activities are responsible for this outcome? | The candidates will complete reading journal entries that require them to summarize their understandings of critical literacy pedagogies. |
| Assessment Measure | Reading journal entries submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 3** | Candidates will analyze and reflect on the relationship between instructional practices and personal biases. |
| Which learning activities are responsible for this outcome? | The candidates will participate in discussion boards where the instructor has provided prompts to promote discussion of and reflection on instructional practices and personal biases through the lens of critical literacy. |
| Assessment Measure | Discussion Boards will be submitted for scoring at the beginning and during the middle of the course. |
| **Outcome 4** | Candidates will develop recommendations for incorporating critical literacy into classroom practice. |
| Which learning activities are responsible for this outcome? | The candidates will complete a reflective essay that require them to provide implications of critical literacy for classroom practice and recommendations for decreasing bias within the classroom setting. |
| Assessment Measure | The reflective essay will be submitted for scoring at the end of the course. |

**This course supports the International Literacy Association (ILA) 2010 Standards:**

**Standard 1: Foundational Knowledge**

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction*

**Element 1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 1.2:** *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

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

**Standard 2: Curriculum and Instruction**

*Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

**Element 2.1:** *Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*

**Element 2.2:** *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 2.3:** *Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

**Standard 3: Assessment and Evaluation**

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

**Element 3.1:** *Candidates understand types of assessments and their purposes, strengths, and limitations.*

**Element 3.2:** *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*

**Element 3.3:** *Candidates use assessment information to plan and evaluate instruction.* **Element 3.4:** *Candidates communicate assessment results and implications to a variety of audiences.*

**Standard 4: Diversity**

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

**Standard 5: Literate Environment**

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

**Element 3.1:** *Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.*

**Element 3.2:** *Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.*

**Element 3.3:** *Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).* **Element 3.4:** *Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.*

**Standard 6: Professional Learning and Leadership**

*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

**Element 6.2:** *Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.*

**Element 6.3:** *Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*

**Course Outline**

Week 1: Redefining Literacy- critical literacy pedagogy theories; defining critical literacy

Week 2: Why Critical Literacy is Necessary- Dynamic texts; texts as tools of identity formation; the mediation of identity and culture through texts

Week 3: Language and position

Week 4: Identity and Diversity

Week 5: Language and Language Varieties

Week 6: Grammar as a resource for critical literacy

Week 7: Critical visual literacy

Week 8: time, space, and bodies

Week 9: Everyday texts; analysis of books and their critical implications

Week 10: From critical awareness to social action

Week 11: Becoming Critically Aware

Week 12: Teaching Critical Literacy

Week 13: Applications of Critical Literacy as Inquiry

Week 14: Final Exam: Reflective Essay

**Course Policies and Logistics**

1. **Candidates are expected to complete Blackboard discussion** posts in the following manner: **initial discussion posts** due on **Thursdays** by 11:59 pm; **responses to peers** due on **Sundays** by 11:59 pm.
2. **Candidates are responsible for completing all work** as stated in this syllabus.
3. It is the candidate’s responsibility to maintain safe/efficient saving of files and their work. **Due to recent abuse and over extension of flexibility due to computer difficulties,** candidates are advised to take the following steps: ***1) back up all files related to this course on a second computer location (e.g. personal laptop + home/desktop or work computer); 2) utilize an external hard drive in addition to computer backup; 3) utilize an additional USB stick/jump drive, in addition to computer and external hard drive backups; 4) save all files on some type of “cloud” or at the very least, attached to saved emails within you’re A-State email account.***
4. Except in cases of **serious** extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Procrastination, pressure of work in other courses, and work not connected with the course are not considered emergency situations. Personal computer and connection issues do not constitute an emergency. This is an online course; plan ahead and anticipate an alternative to primary computer and internet connection in the event of unexpected computer or internet problems.
5. **Do not use any other email address besides you’re A-State email** to contact the instructor. *Do not assume I received your email unless you have received a reply.*
6. **All formal work for the course should be** 12-point sized font, double-spaced, with one- inch margins.
7. References and in-text citation **should consistently follow APA 6th edition format**.
8. **Assignments must be in Microsoft Word format (.doc or .docx) only. *No exceptions!***
9. Except in cases of **serious** extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Procrastination, pressure of work in other courses, and personal responsibilities not connected with this course are not considered emergency situations. Additionally, personal computer and connection issues do not constitute an emergency. Because this is an online course, plan ahead and prepare alternatives to your primary computer and internet connection in the event of unexpected computer or internet problems.
10. Authorship & FERPA **apply to all assignments submitted in this course.**

By submitting assignments to my instructor, I affirm that all the information I submit is my work unless otherwise referenced. For confidentiality purposes, the names of all referents (especially minors) have been changed or deleted. I understand that any evidence of plagiarism will be immediately investigated at the college and university levels and may result in adverse consequences.

1. Flexibility Clause: This syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

**Course Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 92-100 | C | 74-82 |
| B | 83-92 | **F** | **0-73** |

**Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the A-State Officer of Disabilities <http://www2.astate.edu/disability/>870-972-3964.

**Inclement Weather Policy**

The University’s Inclement Weather Policy if found in the Student Handbook:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

**Academic Misconduct Policy:**

The entire ASU’s Academic Integrity Policy is in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>]

**Arkansas State University**

**Department of Teacher Education**

**Spring**

**RDNG 7473**

**Theories of Language Acquisition**

**I Course and Instructor Information**

Course: RDNG 7473 Theories of Language Acquisition (CRN: 11559)

Instructor: Kwangok Song, Ph.D.

Office: ECB344

Contact Information: 870-680-8560; ksong@astate.edu

Time: Online

Location: Online

Office Hours: TBA or By Appointment

**II. Course Texts and Resources**

Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Portmouth, NH: Heinemann.

Freeman, D. E., & Freeman, Y. S. (2011). *Between worlds: Access to second language acquisition.* Portsmouth, NH: Heinemann.

*Other readings will be posted on Blackboard.*

|  |
| --- |
|  |

**V. Major Course Goals**

As a result of this course, candidates will:

1. Understand first and second language and literacy acquisition theories;
2. Understand development patterns in language and literacy acquisition
3. Understand developmentally appropriate instructional approaches
4. Understand differences in children’s language and literacy development
5. Understand the influence sociocultural contexts on children’s language and literacy development

**VI. Course Instructional Objectives**

Candidates will:

1. Engage in reading theoretical and research-based articles
2. Participate in synchronous and asynchronous online discussions
3. complete assignments designed to facilitate an understanding of language acquisition theories and literacy development;

**VII. Course Objectives (ASU Frameworks Linkage and NCTE/IRA)**

**Course is aligned to the following standards:**

Arkansas State University

Advanced Programs Conceptual Framework

Strengthening and Enriching Learning

Central Elements

Candidate Knowledge, Skills, and Dispositions

1. Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

Knowledge

* + Understands ethical and legal standards.
  + Understands the importance of and strategies for effective advocacy on behalf of the profession.

Skills

* + Demonstrates competence in applying knowledge of content and research in professional practice.
  + Promotes and applies ethical and legal standards in decision-making.
  + Demonstrates professionalism in use of digital media.

Professional Dispositions

* + Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.
  + Demonstrates self-efficacy by effectively reflecting on professional practice.

1. Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.

Knowledge

* + Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

Skills

* + Plans and creates experiences that help all students learn.
  + Demonstrates ability to build collaborative relationships among schools, families, and communities.
* Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

Professional Dispositions

* Values and respects individuals and their differences.
* Believes all students can learn.

1. Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

Knowledge

* Knows content and concepts of the discipline at an advanced level.
* Understands the interdisciplinary nature of content and pedagogical knowledge.

Skills

* Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
* Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
* Selects and develops strategies and technologies, based on research and experience, to help all students learn.
* Reflects to enhance professional practice.

Professional Dispositions

* Values caring and supportive learning environments that encourage self-direction by all students.
* Values life-long learning and mastery of content and pedagogical knowledge.

1. Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

Knowledge

* Understands the complexities of social systems that impact student learning.

Skills

* Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
* Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

Professional Dispositions

* Values the intertwining role of family, community, and schools and their impact on student learning.
* Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

1. Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

Knowledge

* Understands the relevance of research findings and performance data.

Skills

* Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
* Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
* Demonstrates ability to interpret and apply research findings from professional literature.

Professional Dispositions

* Appreciates the importance of evidence-based practice.

**International Reading Association’s Standards for Reading Professionals:**

**Reading Specialist/Literacy Coach:**

**STANDARD 1: FOUNDATIONAL KNOWLEDGE**

**Element 1.1**: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

**Element 1.2:** Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

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

**STANDARD 2: CURRICULUM AND INSTRUCTION**

**Element 2.1:** Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

**Element 2.2:** Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

**Element 2.3:** Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**III. Course Features**

1. This course is presented in a web format.
2. **Full participation is essential**.
3. Please use your ASU email to communicate with your instructor and to receive a reply safely. I check email at least once a day. I will respond within 24 hours during the week. If you do not hear from me within two days, please e-mail me again.
4. Additional readings, lesson models, rubrics, assignment directions, some lecture notes, and additional information will be placed on Blackboard. **Materials placed on Blackboard will be the responsibility of the student to acquire**.
5. **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format**. Assignments accepted via ASU email or Blackboard must be in Microsoft Word format (.doc or .docx) only. There may be opportunities for peer editing or peer review of written work.

1. **All items on this syllabus are subject to change**. Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course.
2. **Always remember that the professor is committed to your success**.Keep us posted by whatever means you have available as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course.

**IV. Academic Integrity**

**Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

**V. Course Assessments and Performance Measures**

Participation 20 points

Article Presentations 10 points

Midterm 20 points

Annotated Bibliography 30 points

Final 20 points

**Grades will be based on the total points earned divided by the total possible points for the course.**

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

F: 69 or below

**XIV. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

**XV. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum. Some of the literature presented and used as examples will be multicultural in nature. In addition, we will be discussing diversity in the literacy classroom and how to adapt instruction for English Language and at-risk learners. Included will be teaching strategies for the learning disabled and the economically disadvantaged students.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to (Pathwise Domain B):

1. Create a climate that promotes fairness to all.
2. Establish and maintain the appropriate rapport with students.
3. Communicate challenging learning expectations to each student.
4. Establish and maintain consistent standards of classroom behavior.
5. Make the physical environment as safe and conducive to learning as possible.

**Schedule**

**(Tentative)**

|  |  |  |
| --- | --- | --- |
| Module | Topic and Readings | Readings |
| 1 | Introduction – Language acquisition overview | Video Reflection |
| 2 | Language Socialization – Ethnographic view of Language and literacy acquisition | Ochs & Schifflin  Heath (1982) |
| 3 | Social interactions and language acquisition | Bloom (2002)  Ely & Gleason (2006) |
| 4 | Language and Education | Bruner (1986)  Wells (1987)  Mercer (1995) |
| 5 | Classroom discourse 1 | Cazden (2001) Ch. 1-3 |
| 6 | Classroom discourse 2 | Cazden (2001)  Ch. 4-6 |
| 7 | Classroom discourse 3 | Maloch (2002) |
| 8 | Midterm |  |
| 9 | Cultural differences in talk | Cazden (2001) Ch. 7  TBA |
| 10 | Second language acquisition 1 | Freeman & Freeman  Ch. 1-4 |
| 11 | Second language acquisition 2 | Freeman & Freeman Ch. 7-9 |
| 12 | Bilingualism and Biliteracy | Moll, Saez, & Dworin (2003)  Reyes (2006)  Song (2015) |
| 13 | Language and identity | TBA |
| 14 | Language and ideology | Gee (2006) |

**Arkansas State University**

**College of Education**

**Department of Teacher Education**

**RDNG 7493:**

**Reading and Writing Capstone**

*This course is delivered completely online.*

1. **Required Primary Texts:**

Bean, R., Heisey, N., & Roller, C. (2010). *Preparing reading professionals (2nd ed.)*. Newark, DE: International Reading Association.

Articles and other assigned readings for the course that will be posted on Blackboard

1. **Supplemental Text:**

APA Manual, 6th edition. Recommended.

1. **Software:**

Microsoft Office. Free to ASU students at <http://www.astate.edu/a/its/software-downloads/>

**Course Description:**

Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction. Must be taken in final semester of coursework.

**Course Outcomes**

|  |  |
| --- | --- |
| **Outcome 1** | Candidates will create study guides, outlines, or reflective journal entries in order to synthesize the theoretical and evidence-based foundations of reading and writing processes and instruction. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A personal study guide, outline, or reflective summary journal entry |
| **Outcome 2** | Candidates will create study guides, outlines, or other review tools in order to synthesize the tenets of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum that supports student learning in reading and writing. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A personal study guide, outline, or reflective summary journal entry |
| **Outcome 3** | Candidates will create study guides, outlines, or other review tools in order to synthesize the use of a variety of assessment tools and practices that could be used to plan and evaluate effective reading and writing instruction. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 4** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of how awareness, understanding, respect, and valuing of differences in our society impacts literacy development. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 5** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments for creating a literate environment.  . |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 6** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of professional learning and leadership as a career-long effort and responsibility. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |

**Program Outcomes**

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from**  **question #23)** | [Standard 1: Foundational Knowledge](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-1): Reading Specialist/Literacy Coach candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.  [Standard 2: Curriculum and Instruction](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-2)**:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.  [Standard 3: Assessment and Evaluation](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-3)**:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.  [Standard 4: Diversity](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.  [Standard 5: Literate Environment](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.  [Standard 6: Professional Learning and Leadership](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6)**:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. |
| Assessment Measure | A series of comprehensive exam questions. |
| Assessment Timetable | These will take place during the middle and at the end of the course. |
| Who is responsible for assessing and reporting on the results? | The professor on record will be responsible for administering the assessment, and the reading area group coordinator will be responsible for analyzing and reporting the results. |

**This course supports the International Literacy Association (ILA) 2010 Standards:**

**Standard 1: Foundational Knowledge**

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction*

**Element 1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 1.2:** *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

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

**Standard 2: Curriculum and Instruction**

*Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

**Element 2.1:** *Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*

**Element 2.2:** *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 2.3:** *Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

**Standard 3: Assessment and Evaluation**

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

**Element 3.1:** *Candidates understand types of assessments and their purposes, strengths, and limitations.*

**Element 3.2:** *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*

**Element 3.3:** *Candidates use assessment information to plan and evaluate instruction.* **Element 3.4:** *Candidates communicate assessment results and implications to a variety of audiences.*

**Standard 4: Diversity**

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

**Standard 5: Literate Environment**

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

**Element 3.1:** *Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.*

**Element 3.2:** *Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.*

**Element 3.3:** *Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).* **Element 3.4:** *Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.*

**Standard 6: Professional Learning and Leadership**

*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

**Element 6.2:** *Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.*

**Element 6.3:** *Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*

Course Outline

Week 1: Review of key concepts for the theoretical and evidence-based foundations of reading and writing processes and instruction

Week 2: Review of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing

Week 3: Applied case study to review and make recommendations

Week 4: Comprehensive Exam Question #1

Week 5: Review of assessment tools and practices to plan and evaluate effective reading and writing instruction

Week 6: Review of literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society

Week 7: Applied case study to review and make recommendations

Week 8: Comprehensive Exam Question #2

Week 9: Review of the integration of foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

Week 10: Review of professional learning and leadership as a career-long effort and responsibility

Week 11: Comprehensive Exam Question #3

Week 12: Key concepts from qualitative reading research

Week 13: Key concepts for quantitative reading research

Week 14: Comprehensive Exam Question #4

**Course Policies and Logistics**

1. **Candidates are expected to complete Blackboard discussion** posts in the following manner: **initial discussion posts** due on **Thursdays** by 11:59 pm; **responses to peers** due on **Sundays** by 11:59 pm.
2. **Candidates are responsible for completing all work** as stated in this syllabus.
3. It is the candidate’s responsibility to maintain safe/efficient saving of files and their work. **Due to recent abuse and over extension of flexibility due to computer difficulties,** candidates are advised to take the following steps: ***1) back up all files related to this course on a second computer location (e.g. personal laptop + home/desktop or work computer); 2) utilize an external hard drive in addition to computer backup; 3) utilize an additional USB stick/jump drive, in addition to computer and external hard drive backups; 4) save all files on some type of “cloud” or at the very least, attached to saved emails within you’re A-State email account.***
4. Except in cases of **serious** extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Procrastination, pressure of work in other courses, and work not connected with the course are not considered emergency situations. Personal computer and connection issues do not constitute an emergency. This is an online course; plan ahead and anticipate an alternative to primary computer and internet connection in the event of unexpected computer or internet problems.
5. **Do not use any other email address besides you’re A-State email** to contact the instructor. *Do not assume I received your email unless you have received a reply.*
6. **All formal work for the course should be** 12-point sized font, double-spaced, with one- inch margins.
7. References and in-text citation **should consistently follow APA 6th edition format**.
8. **Assignments must be in Microsoft Word format (.doc or .docx) only. *No exceptions!***
9. Except in cases of **serious** extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.” Procrastination, pressure of work in other courses, and personal responsibilities not connected with this course are not considered emergency situations. Additionally, personal computer and connection issues do not constitute an emergency. Because this is an online course, plan ahead and prepare alternatives to your primary computer and internet connection in the event of unexpected computer or internet problems.
10. Authorship & FERPA **apply to all assignments submitted in this course.**

By submitting assignments to my instructor, I affirm that all the information I submit is my work unless otherwise referenced. For confidentiality purposes, the names of all referents (especially minors) have been changed or deleted. I understand that any evidence of plagiarism will be immediately investigated at the college and university levels and may result in adverse consequences.

1. Flexibility Clause: This syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

**Course Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 92-100 | C | 74-82 |
| B | 83-92 | **F** | **0-73** |

**Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the A-State Officer of Disabilities <http://www2.astate.edu/disability/>870-972-3964.

**Inclement Weather Policy**

The University’s Inclement Weather Policy if found in the Student Handbook:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor.

**Academic Misconduct Policy:**

The entire ASU’s Academic Integrity Policy is in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>]

**RDNG 7543**

**New Literacies (Ed.S. Reading)**

***Fall***

**I Instructor Information**

**Dr. Ryan R. Kelly, Associate Professor of Reading**

Arkansas State University, School of Teacher Education and Leadership

College of Education and Behavioral Science

***Office Location: Education/Communication Building, Room 374***

***Office Hours: Tuesday and Thursday, 12:30-2:30 PM***

Direct Line: (870) 680-8445 Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred)

Main Office: (870) 972-3059 Fax: (870) 972-3344

**II. Course Texts and Resources**

**Required:**

1. Gee, J.P. (2007). *What video games have to teach us about learning and literacy* (2nd ed.). New York: Palgrave Macmillian.
2. Hagood, M., ed (2009). *New literacies practices: Designing literacy learning*. New York: Peter Lang.
3. Lankshear, C. & Knobel, M. (2006). *New literacies: Everyday practices and classroom learning*. Philadelphia: Open University Press.

**Recommended:**

1. Beach, R. (2006). *Teachingmedialiteracy.com: A web-linked guide to resources and activities*. New York: Teachers College Press.
2. Hobbs, R. (2007). *Reading the media in high school: Media literacy in high school english*. New York: Teachers College Press.
3. Fabos, B. (2004). *Wrong turn on the information superhighway: Education and the commercialization of the internet*. New York: Teachers College Press.
4. *Additional Weekly Readings in PDF Form or URL*

(Available via Blackboard)

*Note: These readings are subject to change, continued engagement; student contribution is welcome and encouraged.*

**III. Purpose or Goals of the Course**

* Catalog description: An overview of theoretical and pedagogical frameworks of the New Literacies, especially where they intersect student lives, culture, and technology
* A detailed examination of major theorists in New Literacies with full immersion in their work and theoretical designs
* Opportunities to synthesize theoretical thinking on New Literacies in the examination of primary text and supplemental articles.
* Opportunities to produce materials for classroom practice derived from theoretical exploration of New Literaces literature
* Further fusion and synthesis of theory and practice with presentation and hopeful implementation of classroom results.

**IV. Course Conceptual Model**

Graduate Existing

Student/ Literacy

In-Service & Knowledge

Teacher And Cultural

Practice Practice

New New New New

Literacies Literacies

Approaches & Theory and

to Teaching Cultural

Practice Perspective

**V. Major Course Goals**

1 Primary Course Goal: This course will provide a rigorous theoretical background on New Literacies content with the opportunity to further synthesize thinking around this theory and also apply it to current classroom practice.

2. The student will have a detailed understanding of each “block” of New Literacies theory.

3. Thestudent will apply New Literacies Theory in each “block” to relevant classroom practice.

4. The student will synthesize a revised and more unified intersection of New Literacies theory and practice, based upon content from one of the three “blocks.”

**VI. Course Instructional Objectives**

1) Students will complete a comprehensive series of readings designed to build focus around New Literacies theory and practice.

2) Students will develop various theoretical explorations (research papers) on the New Literacies theory for each of the three “blocks.”

3) Students will create a practitioner project applying New Literacies theory to classroom instruction for each of the three “blocks.”

4) Students will revise and fully integrate the theoretical explorations and the practitioner projects from one or more of the three “blocks” for class presentation at the Final Symposium (with relevant Reflection).

**VII. Course Linkage/Alignment (ASU MSE Conceptual Framework and NCTE/IRA)**

**Course is aligned to the following Conceptual Framework (ASU Professional Education Advanced Programs Conceptual Framework—Strengthening and Enriching Learning):**

**Professional Identity:** Advanced candidates demonstrate commitment through leadership and

advocacy for professional practice in accordance to legal and ethical standards within a

multicultural and pluralistic society.

**Knowledge**

* Understands ethical and legal standards.
* Understands the importance of and strategies for effective advocacy on behalf of

the profession.

**Skills**

* Demonstrates competence in applying knowledge of content and research in

professional practice.

* Promotes and applies ethical and legal standards in decision-making.
* Demonstrates professionalism in use of digital media.

**Professional Dispositions**

* Values the importance of professional organizations, credentialing standards, and

legal and ethical standards as indicators of one’s professional identity.

* Demonstrates self-efficacy by effectively reflecting on professional practice.

**Diversity:** Advanced candidates demonstrate in-depth understanding of and respect for

diversity and its implications for learning.

**Knowledge**

* Understands societal factors such as gender, race, social class, ethnicity, ability,

sexual orientation, age, and religion that impact student learning.

**Skills**

* Plans and creates experiences that help all students learn.
* Demonstrates ability to build collaborative relationships among schools, families,

and communities.

* Demonstrates acceptance and respect for persons with diverse ideas, values, and

behavioral practices.

**Professional Dispositions**

* Values and respects individuals and their differences.
* Believes all students can learn.

**Advanced Knowledge and Skills:** Advanced candidates demonstrate mastery of content and

pedagogical knowledge and skills to apply that knowledge effectively in school settings.

**Knowledge**

* Knows content and concepts of the discipline at an advanced level.
* Understands the interdisciplinary nature of content and pedagogical knowledge.

**Skills**

* Demonstrates knowledge through inquiry, critical analysis, and synthesis of

discipline-specific content.

* Shares content in challenging, clear, and compelling ways using real world

contexts and integrating appropriate technologies.

* Selects and develops strategies and technologies, based on research and

experience, to help all students learn.

* Reflects to enhance professional practice.

**Professional Dispositions**

* Values caring and supportive learning environments that encourage self-direction

by all students.

* Values life-long learning and **mastery of content and pedagogical knowledge.**

**Ecological Dimensions:** Advanced candidates demonstrate understanding of influences derived

from family, school, and community contexts that impact student learning and development.

**Knowledge**

* Understands the complexities of social systems that impact student learning.

**Skills**

* Demonstrates a high level of skill in identifying the human, material and

technological resources necessary to be effective within their professional role.

* Demonstrates understanding of developmentally appropriate individual, family,

and group strategies for working with diverse populations.

**Professional Dispositions**

* Values the intertwining role of family, community, and schools and their impact

on student learning.

* Appreciates the uniqueness and worth of each student while recognizing the

necessity for interdependent functioning and fairness to promote living together

within the common society.

**Evidence-Based Practices:** Advanced candidates apply research-based knowledge to promote

optimal development of all constituents and generate data for decision-making.

**Knowledge**

* Understands the relevance of research findings and performance data.

**Skills**

* Collects and analyzes student assessment data and makes data-driven decisions to

improve student learning.

* Demonstrates ability to apply research methods and statistical techniques to

improve professional practice.

* Demonstrates ability to interpret and apply research findings from professional

literature.

**Professional Dispositions**

* Appreciates the importance of evidence-based practice.

**Course is aligned to the following IRA 2010 Standards and Elements:**

[**Standard 1: Foundational Knowledge**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx)

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Elements:**

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

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

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

[**Standard 2: Curriculum and Instruction**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx)

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Elements:**

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

[**Standard 3: Assessment and Evaluation**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx)

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Elements:**

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

[**Standard 4: Diversity**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx)

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Elements:**

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

[**Standard 5: Literate Environment**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx)

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Elements:**

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction

[**Standard 6: Professional Learning and Leadership**](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx)

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Elements:**

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

**VIII. Course Policies and Logistics**

1) **This course is offered via online delivery. A variety of teaching methods may still be utilized** in this course, when possible. These will include, but are not limited to demonstrations, audio-visual material, power point presentations, group discussions/debate, collaborative learning, journal writing, and literature review activities

2) **Students are responsible for completing all work** as stated in the Course Schedule (See Section XIII).

3) **No late work will be accepted** unless arrangements have been made in advance with the instructor or if an unexpected family or medical emergency is formally documented and brought to my attention.

4) ASU email (PREFERRED) or communication through Blackboard Discussion are the primary methods for contacting the instructor. **Do not use any other email address besides your ASU email** to contact the instructor. Do not assume I received your email unless I have replied personally. Be proactive and don’t hesitate to follow-up on communication.

5) Publisher’s Web Site: the publisher of your textbook may provide several student tools for your use. There may be practice tests, chapter objectives, web links for lesson plans, etc. I suggest you use this. Practice tests may be used as study guides. **The work on the publisher's website will not necessarily be replicated by the instructor.**

6) **Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

If deemed guilty of plagiarism, Plagiarism on course work/papers/assessments will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic “F” grade for the course.

7) Various course materials will be placed on Blackboard. **The student is responsible for acquiring materials placed on Blackboard.** Try to make good use of use your library/technology fees.

8) **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format** (see Course Documents on Blackboard for APA assistance). Assignments accepted via ASU email or Blackboard must be in Microsoft Word format (.doc or .docx) only. No exceptions! There may be opportunities for peer editing or peer review of written work. **Advance drafts of papers for instructor feedback prior to deadlines are encouraged and welcomed.**

**Papers handed in digitally will likely be returned to students in PDF format**, with visible feedback comments attached by the instructor and possibly narrative comments at the end. Remember: **a paper is not “fully” handed in digitally until I have responded to the email to which it was attached.**

9) The instructor always welcomes **student effort to revise written work to improve a grade**. If all changes/revisions to the paper are successful, this will typically result in recovery of up to half of the missed points. Revision ideas and deadline must be negotiated and agreed upon with the instructor no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

The instructor also welcomes discussion with students about disputed paper grades. This must also take place or be scheduled no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

10) **All items on this syllabus are subject to change**. Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course. Adjustments to the course schedule are typically made available on Blackboard.

11) **Always remember that the instructor is committed to your success**.Keep me posted as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course. **We are colleagues!**

12) **Remember that you are graduate students in an advanced, post-Master’s course.** I expect that you will fully engage with all coursework (readings, discussion, and assignments/assessment) with a professional and academic passion. Grades in a graduate course and program are **earned** and represent your attainment of an intense level of theoretical knowledge and potential for professional practice. Students will not necessarily all reach this level at the same pace. I am committed to your success in this regard and will assist each of you as best I can in successfully completing the course.

**IX. Course Grading**

**Course Grading Breakdown**

Blackboard Discussions (Approx 24; points to be evenly distributed) 125

Block One Theoretical Exploration 125

Block One Practitioner Project 125

Block Two Theoretical Exploration 125

Block Two Practitioner Project 125

Block Three Theoretical Exploration 125

Block Three Practitioner Project 125

Final Symposium: Theory and Practice Synthesis 125

**TOTAL POINTS 1000**

**Course Grading Scale (Note +/- does not apply to the grade for the Registrar)**

A 920-1000 C 740-829

B 830-919 **F 0-739**

**Incomplete “I” Grades**

An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. legitimately documented illness, bereavement, extended graduate student research). Procrastination, pressure of other courses, or work not connected with the student’s school load, are not acceptable reasons for an “I” grade. All “I” grades must have prior approval of the department chair in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.

**X. Course Online Discussion via Blackboard**

Weekly coursework will take the form of online discussion/discourse on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge. **When the course is delivered online, this method is critical.**

Blackboard discussion posting will essentially involve two discussion postings each week, one a Reading Response to any/all of the assigned reading for the week, the other a Peer Response that is more personal, and more about your classmates’ thinking than the course readings.

*A handout will overview Blackboard posting in greater detail and further define the nature of both the Reading Response post and the Peer Response post.*

**XI. Theoretical Explorations and Practitioner Projects**

Students in this course will complete two kinds of assignments due at the end of each four-week “block:” a Theoretical Exploration and a Practitioner Project. The Theoretical Exploration will allow students the opportunity to assemble and synthesize some New Literacies thinking on the theoretical level. Each of these three formal academic syntheses should be **at least five full pages in APA format, not counting an APA-style cover page and References**.

The Practitioner Project will challenge students to more directly point their understanding of theory directly into the classroom. Length and scope of this will vary by “block” but will include various forms of classroom-ready materials or written description of ideas. Ultimately, the Practitioner Project should be “classroom ready” and, for in-service teachers, applicable to their classroom and—if possible—implemented with shared results.

*A handout (via Blackboard) will overview the Theoretical Exploration and Practitioner Project in greater detail, include examples, and share the relevant grading rubric.*

**XII. Final Symposium: Theory and Practice Synthesis**

The purpose of the Final Symposium is twofold. First, it aims to encourage classmates to share both their theoretical thinking and their applications as practitioners in a more public setting. Students can aim their work toward a higher theoretical level, can point it toward the most direct classroom application, or any point in between. Ideally, students will build additional connections between their two projects within a syllabus block, or further interconnect syllabus blocks. Additionally, the Final Symposium will offer possibilities to connect the two kinds of projects (strong theory informing strong practice) in ways that might inspire future development (even future thesis/dissertation research). Students will be encouraged to revise their theoretical explorations or better package their practitioner projects for further conference presentation or might aim students toward submitting their work to a journal at the intended level of their work. A brief reflection will accompany the Final Symposium presentation, with format open to negotiation between professor and student (but likely a written reflection), that situates student thinking when preparing the Final Symposium presentation within the broad context of the course. The reflection should, hopefully, set a direction for the student’s continued thinking and exploration of New Literacies.

*A handout (via Blackboard) will overview the Symposium requirements in greater detail and include the relevant grading rubric.*

**XIII. Course Schedule**

*\* Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed and will follow the following format:*

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DAY** | **TOPIC** | **DUE (on this class meeting)** |
| Week #  *Online* | #/# | Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments. | Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.  **Major course assignments DUE are listed in Bold text.** |

**XIV. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

**XV. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum. Some of the literature presented and used as examples will be multicultural in nature. In addition, we will be discussing diversity in the literacy classroom and how to adapt instruction for English Language and at-risk learners. Included will be teaching strategies for the learning disabled and the economically disadvantaged students.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to:

1. Create a climate that promotes fairness to all.
2. Establish and maintain the appropriate rapport with students.
3. Communicate challenging learning expectations to each student.
4. Establish and maintain consistent standards of classroom behavior.
5. Make the physical environment as safe and conducive to learning as possible.

**RDNG 7613**

**Survey of Quantitative & Qualitative Literacy Research**

***Fall***

**I Course Information**

**Dr. Ryan R. Kelly, Associate Professor of Reading**

Arkansas State University, College of Education and Behavioral Science

School of Teacher Education and Leadership

***Office Location: Education/Communication Building, Room 374***

***Office Hours: Tuesday-Thursday, 10 AM-12 Noon (Tentative)***

Direct Line: (870) 680-8445 Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred)

Main Office: (870) 972-3059 Fax: (870) 972-3344

*Personal cel phone number available via email request, if necessary, or will be provided.*

**II. Course Texts and Resources**

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd Edition). Thousand Oaks, CA: Sage Publications, Inc.

Selected chapters from Crotty (1998) The Foundations of Social Research and Bentz & Shapiro

(1998) Mindful Inquiry in Social Research (Provided)

*Additional readings as required by professor* (Available via Blackboard)

|  |
| --- |
|  |

**III. Major Course Goals**

Catalog description: An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S Candidates or graduate students with permission of the instructor Prerequisite: ELFN 6773, Statistics and Research (or equivalent).

As a result of this course, Ed.S. – Reading candidates will:

1. Demonstrate a graduate level knowledge of qualitative and quantitative research framework and design.
2. Demonstrate a graduate level understanding of qualitative research epistemology and methodology.
3. Demonstrate a graduate level understanding of quantitative research epistemology and methodology.

**IV. Course Instructional Objectives**

Candidates will:

**Learning Activity #1:** The student will develop a mini-proposal of a qualitative or quantitative study.

**Learning Activity #2:** The student will collect qualitative data for analysis.

**Learning Activity #3:** The student will collect quantitative date for analysis.

**V. Course Objectives (ASU Frameworks Linkage and NCTE/IRA)**

**Course is aligned to the following standards:**

Arkansas State University

Advanced Programs Conceptual Framework

Strengthening and Enriching Learning

Central Elements

Candidate Knowledge, Skills, and Dispositions

1. Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

Knowledge

* + Understands ethical and legal standards.
  + Understands the importance of and strategies for effective advocacy on behalf of the profession.

Skills

* + Demonstrates competence in applying knowledge of content and research in professional practice.
  + Promotes and applies ethical and legal standards in decision-making.
  + Demonstrates professionalism in use of digital media.

Professional Dispositions

* + Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.
  + Demonstrates self-efficacy by effectively reflecting on professional practice.

1. Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.

Knowledge

* + Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

Skills

* + Plans and creates experiences that help all students learn.
  + Demonstrates ability to build collaborative relationships among schools, families, and communities.
* Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

Professional Dispositions

* Values and respects individuals and their differences.
* Believes all students can learn.

1. Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

Knowledge

* Knows content and concepts of the discipline at an advanced level.
* Understands the interdisciplinary nature of content and pedagogical knowledge.

Skills

* Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
* Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
* Selects and develops strategies and technologies, based on research and experience, to help all students learn.
* Reflects to enhance professional practice.

Professional Dispositions

* Values caring and supportive learning environments that encourage self-direction by all students.
* Values life-long learning and mastery of content and pedagogical knowledge.

1. Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

Knowledge

* Understands the complexities of social systems that impact student learning.

Skills

* Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
* Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

Professional Dispositions

* Values the intertwining role of family, community, and schools and their impact on student learning.
* Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

1. Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

Knowledge

* Understands the relevance of research findings and performance data.

Skills

* Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
* Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
* Demonstrates ability to interpret and apply research findings from professional literature.

Professional Dispositions

* Appreciates the importance of evidence-based practice.

**International Reading Association’s Standards for Reading Professionals:**

**Reading Specialist/Literacy Coach:**

|  |
| --- |
| STANDARD 1: FOUNDATIONAL KNOWLEDGE |
| **Element 1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*  **Element 1.2:** *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*  **Element 1.3:** *Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.*  **STANDARD 3: ASSESSMENT AND EVALUATION**  **Element 3.1:** *Candidates understand types of assessments and their purposes, strengths, and limitations.*  **Element 3.2:** *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*  **Element 3.3:** *Candidates use assessment information to plan and evaluate instruction.*  **Element 3.4:** *Candidates communicate assessment results and implications to a variety of audiences.*  *plan and evaluate instruction.* |

|  |
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|  |

**VI. Course Features**

1. This course is designed for Ed.S.-Reading candidates and serves as a key element in their preparation to engage in thesis research and publication. Candidates should use their experience in this course to:
2. Select a topic for research
3. Conduct a review of literature related to the selected topic
4. Develop a framework/research design to conduct thesis research
5. Write a mini-proposal that will facilitate future thesis research
6. Candidates should become familiar with ASU’s Graduate School’s “Guide to Thesis and Dissertation” (available: <http://www.astate.edu/a/graduate/thesis-and.dot>). These guidelines should be followed when preparing various components of the mini-proposal for thesis research.
7. Because of the individuality of respective candidate’s research projects, candidates are expected to engage fully and independently. The following points should be considered throughout the semester:
8. You will be provided a framework for completion of certain aspects of your coursework. This framework is designed to assist you in managing your time and completing required assignments. It is understood that Ed.S. level candidates are generally employed and balancing busy lives. Therefore, it is incumbent on the candidate to manage his/her time in order to facilitate completion of the assignments.
9. While certain aspects of your coursework are expected to be managed independently throughout the semester (with a framework provided), other assignments are designed to facilitate the candidate’s understanding of both quantitative and qualitative research epistemology, design, and methodology. It is essential that candidates complete these assignments in a timely manner. Deadlines will be provided for these assignments. These deadlines should be honored. Failure to meet these deadlines will negatively impact your appreciation of the course content, limit your ability to engage in discussions with professors and classmates, and possibility negatively impact your grade.
10. ASU email should be used to communicate with the professor. Other email addresses can be problematic and not compatible with ASU email. I check email at least once a day.
11. **Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

If deemed guilty of plagiarism, Plagiarism on course papers will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic “F” grade for the course.

1. Additional readings, lesson models, rubrics, assignment directions, some lecture notes, and additional information may be placed on Blackboard. **Materials placed on Blackboard will be the responsibility of the student to acquire**.
2. **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format**. Assignments accepted via ASU email or Blackboard must be in Microsoft Word format (.doc or .docx) only. There may be opportunities for peer editing or peer review of written work.

1. **All items on this syllabus are subject to change**. Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course.
2. **Always remember that the professors are committed to your success**.Keep us posted by whatever means you have available as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course.

**VII. Course Assessments and Performance Measures**

1. Satisfactory completion of the Collaborative IRB Training Initiative (CITI) in the Protection of Human Research Subjects (with a score of 85% or better) is required.

1. Candidates will obtain IRB approval for research with human subjects through ASU’s IRB Review Board/Office of Research and Technology.
2. Information regarding this training is located at <http://www.astate.edu/a/ortt/research-compliance/>.
3. Candidates will complete a mini-proposal for thesis research. Components of this assignment, detailed guidelines, and a time management framework will be provided.
4. Candidates may complete up to 3 additional assignments, depending on emerging research areas/topics, designed to facilitate a more cohesive understanding of qualitative and quantitative epistemology, research design, and methodology, when necessary. In the event of significantly different research areas/topics, the professor will work individually with candidates to mentor and enrich the understanding of methodology. Assignment details will be provided, if necessary, and if additional assignments are needed they will become an active element in the research mini-proposal.
5. Candidates will complete reading assignments and participate in discussions.
6. Candidates will present their research mini-proposals in class.

**VIII. Course Grading**

**Course Grading Breakdown**

**Assignment Points**

IRB Approval for Human Subject Research 200

Research mini-proposal 500

Participation in Discussions 200

Mini-proposal presentation 100

TOTAL 1000

**Course Grading Scale (Note +/- does not apply to the grade for the Registrar)**

A 920-1000 C 740-829

B 830-919 **F 0-739**

**Incomplete “I” Grades**

An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. serious illness, bereavement, extended graduate student research). Procrastination, pressure of other courses, or work not connected with the student’s school load are not acceptable reasons for an “I” grade. All “I” grades must have prior approval of the department chair in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.

**IX. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

**X. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum. Some of the literature presented and used as examples will be multicultural in nature. In addition, we will be discussing diversity in the literacy classroom and how to adapt instruction for English Language and at-risk learners. Included will be teaching strategies for the learning disabled and the economically disadvantaged students.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to (Pathwise Domain B):

1. Create a climate that promotes fairness to all.
2. Establish and maintain the appropriate rapport with students.
3. Communicate challenging learning expectations to each student.
4. Establish and maintain consistent standards of classroom behavior.
5. Make the physical environment as safe and conducive to learning as possible.

**XI. Course Calendar**

*\* Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed and will follow the following format:*

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **ASSIGNMENTS**  **(on this class meeting)** |
| Date  *In Class or*  *Online* | Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments. | Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.  **Major course assignments DUE are listed in Bold text.** |

**XII. References and Journals**

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, : MIT Press.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: TheGuildford Press.

Braunger, J.and Lewis, J. (2008). *Building a Knowledge Base in Reading* (2nd Ed) IRA [www.reading.org](http://www.reading.org)

Clark, C. H. (1995). Teaching students about reading: A fluency example. *Reading Horizons, 35*, 250-267.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. Farstrup & J. Samuels (Eds.), *What research has to say*

*about reading instruction* (pp. 205-242). Newark, DE: International Reading Association.

Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2000). *Strategies that work.* Portland, ME: Stenhouse.

Hindley, J. (1996). *In the company of children.* York, ME: Stenhouse.

International Reading Association (2008). [www.reading.org](http://www.reading.org)

Kame’enui, E. J., & Carnine, D. (1998). *Effective teaching strategies that accommodate diverse*

*learners.* Upper SaddleRiver, NJ: Prentice Hall.

Peterson, R. (1990). *Life in a crowded place.* Portsmouth, NH: Heinemann.

Pressley, M., & Block, C. C. (Eds.). (2001). *Comprehension instruction:* *Research-based best practices*. New York, NY:The Guilford Press.

Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition.* New York, NY: Scholastic.

Routman, R. (1999). *Conversations.* Portsmouth, NH: Heinemann.

Routman, R. (2001). *Reading essentials.* Portsmouth, NH: Heinemann.

Smith, F. (1988). *Joining the literacy club*. Portsmouth, NH: Heinemann.

Strickland, D. S. (1998). *Teaching* *phonics today: A primer for educators.* Newark, DE: International Reading Association.

Torgesen, J. K., & Mathes, P. G. (1998). *What every teacher should know about phonological awareness.* Florida StateUniversity, Florida Department of Education.

Tovanie, C. (2000). *I read it, but I don’t get it: Comprehension strategies adolescent readers.* Portland, ME: Stenhouse Publishers.

**Arkansas State University**

**Syllabus for:**

**RDNG 7643**

**Social Foundations of Literacy**

1. Course Information:

A. RDNG 7643; Social Foundations of Literacy

B. Professor: Patty Murphy, Ed.S.

C. Contact information: [pmurphy@astate.edu](mailto:pmurphy@astate.edu)

D. Class Location and time: T - #105 – 6:00 – 8:50

II. Readings

1. Primary Texts:

Heath, S. B. (1983). *Ways with words: Language, life, and work in*

*communities and classrooms.* New York, NY: Cambridge

University Press.

Lewis, C.; Enciso, P.; & Moje, E. B. (2007). *Reframing sociocultural*

*research on literacy: Identity, agency, and power*. Mahway, NJ:

Lawrence Erlbaum Associates, Inc.

1. Assigned Readings:

Articles, other assigned readings, and multimedia resources for the class will be posted on Blackboard.

1. Book Selection:

Students will select **one** of the following texts to read and share with colleagues. Each student will have a different book.

Brandt, D. (2001). *Literacy in American Lives.* New York, NY:

Cambridge University Press.

Brandt, D. (2009). *Literacy and learning: Reflections on writing,*

*reading, and society*. San Francisco, CA: Jossey-Bass.

Delpit, L. (2006). *Other people’s children cultural conflict in the*

*classroom.* New York, NY: The New Press.

Schaafsma, D. (1994*). Eating on the street: Teaching literacy in*

*multicultural society.* Pittsburgh, PA: University of Pittsburgh

Press.

Shannon, P. (2011). *Reading wide awake: Politics, pedagogies, and*

*possibilities.* New York, NY: Teachers College Press.

Vasquez. V.M. (2014). *Negotiating critical literacies with young*

*children.* (10th Anniversary Edition). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

1. Purpose:

The purpose of this course is to provide an overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory.

Major Course Goals

Students in this course will:   
  
1. critically read, analyze, and discuss theoretical texts, research studies, and policy reports and will participate in online discussions regarding reading.

2. write two research paper demonstrating an understanding of the sociocultural and/or sociopolitical context of literacy

3. work professionally and collaboratively with a partner to prepare a presentation demonstrating the connection between sociocultural/sociopolitical context and education practice and the role of literacy leaders in promoting culturally relevant reading instruction.

IV. Course Objectives

Through his or her assignments, a participant will complete:

1. Readings and other Media: Students enrolled in this course will complete required readings and engage in other media assigned (videos, blogs, websites, etc.).
2. Writing: Students will complete two papers. One paper will demonstrate the ability to write a “thick” description of a setting and population as preparation for thesis research. Heath’s (1983) text provides a foundational understanding of this type of ethnographic writing. A second paper will demonstrate an understanding of the sociocultural and/or sociopolitical context of literacy. This paper will reflect the ability to write a research paper aligned with APA formatting guidelines.
3. Students will work collaboratively with a partner to prepare a presentation demonstrating the connection between sociocultural/sociopolitical context and education practice and the role of literacy leaders in promoting culturally relevant reading instruction.

V. Course Alignment

This course is aligned with the Mission Statement of Arkansas State University’s Department of Education:

Our mission is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

This course is aligned with the following frameworks and standards:

Advanced Programs Conceptual Framework

Candidate Knowledge, Skills, and Dispositions

1. Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

Knowledge

* + Understands ethical and legal standards.
  + Understands the importance of and strategies for effective advocacy on behalf of the profession.

Skills

* + Demonstrates competence in applying knowledge of content and research in professional practice.
  + Promotes and applies ethical and legal standards in decision-making.
  + Demonstrates professionalism in use of digital media.

Professional Dispositions

* + Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.
  + Demonstrates self-efficacy by effectively reflecting on professional practice.

1. Diversity: Advanced candidates demonstrate in-depth understanding of and
2. respect for diversity and its implications for learning.

Knowledge

* + Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

Skills

* + Plans and creates experiences that help all students learn.
  + Demonstrates ability to build collaborative relationships among schools, families, and communities.
* Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

Professional Dispositions

* Values and respects individuals and their differences.
* Believes all students can learn.

1. Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

Knowledge

* Knows content and concepts of the discipline at an advanced level.
* Understands the interdisciplinary nature of content and pedagogical knowledge.

Skills

* Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
* Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
* Selects and develops strategies and technologies, based on research and experience, to help all students learn.
* Reflects to enhance professional practice.

Professional Dispositions

* Values caring and supportive learning environments that encourage self-direction by all students.
* Values life-long learning and mastery of content and pedagogical knowledge.

1. Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

Knowledge

* Understands the complexities of social systems that impact student learning.

Skills

* Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
* Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

Professional Dispositions

* Values the intertwining role of family, community, and schools and their impact on student learning.
* Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

1. Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

Knowledge

* Understands the relevance of research findings and performance data.

Skills

* Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
* Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
* Demonstrates ability to interpret and apply research findings from professional literature.

Professional Dispositions

* Appreciates the importance of evidence-based practice.

**NCTE/IRA Standards (SPA)**

1. **Standard 1 Foundational Knowledge. *Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:***
2. 1.1 Demonstrate knowledge of psychological, sociological, and linguistic
3. foundations of reading and writing processes.
4. 1.2 Demonstrate knowledge of reading research and histories of reading.
   1. Demonstrate knowledge of language development and reading

acquisition and the varieties related to cultural and linguistic diversity.

1. 1.4 Demonstrates knowledge of the major components of reading
2. (phonemic awareness, word identification and phonics, vocabulary and
3. background knowledge, fluency, comprehension strategies, and
4. motivation) in fluent reading.
6. **Standard 2 Instructional Strategies and Curriculum Materials*. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, candidates:***

2.1 Use instructional grouping options (individual, small-group, whole-

class, and computer based) as appropriate for accomplishing given

purposes.

2.2 Use a wide range of instructional practices, approaches, and methods,

including technology-based practices for learners at differing stages of

development and from differing cultural and linguistic backgrounds.

1. 2.3 Use a wide range of curriculum materials in effective reading
2. instruction for learners at different stages of reading and writing
3. development and from different cultural and linguistic backgrounds.
4. **Standard 3 Assessment, Diagnosis, and Evaluation. *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:***
   1. Use a wide range of assessment tools and practices that range from

individual and group standardized tests to individual and group

informal classroom

1. 3.2 Place students along a developmental continuum and identify students’
2. proficiencies and difficulties.

3.3 Use assessment information to plan, evaluate, and revise effective

instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

* 1. Communicate results of assessments to specific individuals (students,

parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)

1. **Standard 4 Creating A Literate Environment. *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:***

4.1 Use students’ interests, reading abilities, and backgrounds as

foundations for the reading and writing program.

4.2 Use a large supply of books, technology-based information, and

nonprint materials representing multiple levels, broad interests, and

cultural and linguistic backgrounds.

1. 4.3 Model reading and writing enthusiastically as valued lifelong activities.
2. 4.4 Motivate learners to be lifelong learners.
3. **Standard 5 Professional Development*. Candidates view professional development as a career-long effort and responsibility.***

5.1 Display positive dispositions related to reading and the teaching of

reading.

5.2 Continue to pursue the development of professional knowledge and

dispositions.

**VI. Course Assessment and Performance Measures**

Attendance and Professionalism

1. The decision to offer this course in a web format reflects the desire of the Department of Teacher Education to meet the needs of students who may live a substantial distance from the university and may be balancing a busy professional life with academic endeavors. There are particular challenges, however, presented in teaching and learning in an online format. In a web course you have some flexibility in when you complete your assignments. There are, nonetheless, deadlines and student performance expectations that must be honored. Please expect to dedicate the same amount of time to this course as you would in a face-to-face course. While you will not be sitting in a classroom on a weekly basis, you should expect to spend time each day engaged in reading and/or watching online videos (this is in place of time spent listening to lectures in a classroom). Assignments are in addition to this foundational work.
2. Although interaction with the instructor is limited in a web course, the instructor will be as responsive as possible through email. Therefore, based on students’ responses to particular assignments and discussion forums, the instructor may exercise professional judgment regarding course delivery. That may mean revisiting particular content for clarification and altering assignments. You will receive specific information regarding assignments at the appropriate time during the course when prerequisite readings and discussions have been completed. Please don’t ask to complete the assignments ahead of schedule, you never know when I will ask you to read or watch video in reference to the assignment for the month.
3. Failure to complete all assignments may result in course failure.
4. Failure to meet deadlines for assignments will negatively impact your grade. For each day an assignment is late, your grade will be reduced by 10%.
5. The platform for this course is Blackboard. You are responsible for knowing how to use Blackboard. Assistance with Blackboard is available through the ITT Center at <http://www2.astate.edu/ittc/>.
6. Please exercise caution regarding plagiarism. This includes answers to questions regarding assigned readings. Do not answer questions by merely copying sentences from the book. Questions are designed to assess your understanding of the materials; therefore, you should be able to construct answers without quoting text/article authors.

**Performance Measures:**

1. **Ways with Words” Ethnographic Quality Description. 100 pts.**

After reading Heath’s text, write a 5-10 page paper in which you provide description and examples of rich description of the setting within which your thesis research will be embedded. *Ways with Words* is an iconic example of an ethnography and a hallmark feature of an ethnographic study is its use of “thick, rich, description.”

While you will not be able to go into as much detail as Heath in your 5-10 page paper, this is a good exercise in envisioning your research setting and population in a meaningful way. This paper will also be useful as you write about your subjects and setting in your thesis. Guidelines for paper will be provided at a later date.

Due: Feb. 24, 2015

1. **Research Paper. 100 pts.**

Topics for your research paper will be derived from the text selected or drawn from the following list:

Brandt, D. (2001). *Literacy in American Lives.* New York, NY:

Cambridge University Press.

Brandt, D. (2009). *Literacy and learning: Reflections on writing,*

*reading, and society*. San Francisco, CA: Jossey-Bass.

Delpit, L. (2006). *Other people’s children cultural conflict in the*

*classroom.* New York, NY: The New Press.

Schaafsma, D. (1994*). Eating on the street: Teaching literacy in*

*multicultural society.* Pittsburgh, PA: University of Pittsburgh

Press.

Shannon, P. (2011). *Reading wide awake: Politics, pedagogies, and*

*possibilities.* New York, NY: Teachers College Press.

Vasquez. V.M. (2014). *Negotiating critical literacies with young*

*children.* (10th Anniversary Edition). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Based on the book you select to read, develop a topic that you’d like to further explore in a research paper. Guidelines for the paper will be provided at a later date.

Due March 30, 2015

1. **Collaborative Project/Presentation. 100 pts.**

For the Final of the course, you and a partner will present to the class the connection between sociocultural/sociopolitical context and education practice and the role of literacy leaders in promoting culturally relevant reading instruction. The readings and discussions in this class will prepare you for your collaboration to create your presentation, which will represent a synthesis of all that you’ve learned.

Guidelines for this assignment will be provided at a later date.

1. **Online Forum – 100 pts.**

You should plan to discuss the readings when we meet and in an online forum. Online discussion will reflect the readings assigned on Blackboard and the text Reframing Sociocultural Research on Literacy: Identity, Agency, and Power.

Due Randomly throughout the semester.

**Flexibility Clause**:

The aforementioned items on this syllabus are subject to change. Modifications in requirements, assignments, and the tentative course outline will be made as needed.

Your final grade for the course will be determined by the total points earned divided by the total points possible. For example, if you earn 350 points, your final grade for the course will be 87.5 (B).

Grading Scale: 90-100: A

80-89: B

70-79: C (if you earn a 69 or lower, you will need to retake

this course)

**Cheating and Plagiarism:**

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. (ASU Student Handbook, pp.21-22) Written assignments and test/quizzes and projects must not be copied from papers of other students, from models used by the instructor, or from published material including the internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community; result in a failing grade; result in failing the class and or all.

**IX. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.” (Disability Services website).

**X. References**

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.*

Cambridge, MA: MIT Press.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust*

*vocabulary instruction*. New York, NY: TheGuildford Press.

Braunger, J.and Lewis, J. (2008). *Building a knowledge base in reading* (2nd Ed).

IRA [www.reading.org](http://www.reading.org)

Clark, C. H. (1995). Teaching students about reading: A fluency example. *Reading*

*Horizons, 35*, 250-267.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading

comprehension. In A. Farstrup \* J. Samuels (Eds.), *What research has to*

*say about reading instruction* (pp. 205-242). Newark, DE: International

Reading Association.

Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all*

*children.* Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2000). *Strategies that work.* Portland, ME: Stenhouse.

Hindley, J. (1996). *In the company of children.* York, ME: Stenhouse.

International Reading Association (2008). [www.reading.org](http://www.reading.org)

Kame’enui, E. J., & Carnine, D. (1998). *Effective teaching strategies that*

*accommodate diverse learners.* Upper Saddle River, NJ: Prentice Hall.

Peterson, R. (1990). *Life in a crowded place.* Portsmouth, NH: Heinemann.

Pressley, M., & Block, C. C. (Eds.). (2001). *Comprehension instruction:* *Research-*

*based best practices*. New York, NY: The Guilford Press.

Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building*

*word recognition.* New York, NY: Scholastic.

Routman, R. (1999). *Conversations.* Portsmouth, NH: Heinemann.

Routman, R. (2001). *Reading essentials.* Portsmouth, NH: Heinemann.

Smith, F. (1988). *Joining the literacy club*. Portsmouth, NH: Heinemann.

Strickland, D. S. (1998). *Teaching* *phonics today: A primer for educators.* Newark,

DE: International Reading Association.

Torgesen, J. K., & Mathes, P. G. (1998). *What every teacher should know about*

*phonological awareness.* Florida StateUniversity, Florida Department of

Education.

Tovanie, C. (2000). *I read it, but I don’t get it: Comprehension strategies for*

*adolescent readers.* Portland, ME: Stenhouse Publishers.

**Arkansas State University**

**Department of Teacher Education**

**RDNG 7653**

**Advanced Studies in Reading Comprehension**

Spring

I Course Information

Professor: Kwangok Song, Ph. D.

Contact Information: (870) 680-8560; [ksong@astate.edu](mailto:ksong@astate.edu)

Office: ECB344

Class Time: Online

Location: Online

Office Hours: By Appointment

II. Course Texts and Resources

Primary Text:

Israel, S. & Duffy, G. (Eds.) (2009). *The handbook of research on reading comprehension.* Boston, MA: Routledge.

English Language Arts Common Core State Standards. (2010). Retrieved from:

<http://www.corestandards.org/>

III. Course Description

This graduate-level course is about theories and practices of reading comprehension. Topics central to this course are related to, not limited to, reading processes, cognitive and metacognitive comprehension strategies, sociocultural contexts of reading comprehension, assessment. Students will analyze current and historical theories of reading comprehension and instructional approaches.

The purposes of the course include:

1) Analyzing current and historical perspectives on what it means to “understand,” noting how research and theories on reading comprehension have changed over time; 2) Examining the varied nature of knowledge and the role lived experience plays in comprehension of texts; 3) Studying social group membership, agency and the impact of comprehension instruction on all learners; and 4) Collaboratively investigate and create professional models in comprehension instruction that transform learning environments.

IV. Course Objectives

**A. Course Objectives and Outcomes**

For major projects and assignments, students will: 1) participate in professional learning communities which examine historical and theoretical perspectives of comprehension and literacy learning environments ; 2) complete a “Mentor of Comprehension” paper demonstrating the implications of deep understandings to literacy instruction and a diverse constructivist perspective on comprehension; 3) demonstrate learned knowledge by creating presentations for educators focused on contemporary models of comprehension and advanced research on comprehension.

**B. Program Outcomes: ASU Frameworks Linkage and NCTE/IRA**

This course is aligned with current International Reading Association and NCATE-approved national literacy organization position statements and policies regarding effective reading instruction. Upon successful completion of this course, graduate students will be capable of supporting children’s literacy learning and leading other educators toward effective approaches to positive literacy development and engagement supported by strong pragmatic and philosophical structures.

1. TheInternational Reading Association standards met by this course are: 1.1, 1.2, 1.3, 2.3, 5.1, 5.2, 5.3

FOUNDATIONAL KNOWLEDGE:

*From 1.1--*

* Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
* Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
* Demonstrate a critical stance toward the scholarship of the profession.
* Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
* Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

*From 1.2—*

* Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
* Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

*From 1.3—*

* Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
* Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

CURRICULUM AND INSTRUCTION:

*From 2.1—*

* Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

 Support teachers and other personnel in the design, implementation, and evaluation of the

reading and writing curriculum for all students.

*From 2.2—*

* Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

 Support classroom teachers and education support personnel to implement instructional

approaches for all students.

 As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

*From 2.3—*

 Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, coteaching, observing, planning, and providing resources.]

 Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

ASSESSMENT AND EVALUATION:

*From 3.2—*

* Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.

DIVERSITY:

*From 4.1—*

* Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
* Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
* Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.
* Collaborate with others to build strong home-to-school and school-to-home literacy connections.
* Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

*From 4.2—*

 Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

 Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

 Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.

*From 4.3—*

* Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
* Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
* Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
* Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

LITERATE ENVIRONMENT:

*From 5.4—*

* Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.
* Support teachers in doing the same for all students.

PROFESSIONAL LEARNING AND LEADERSHIP:

*From 6.1—*

* Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
* Use knowledge of students and teachers to build effective professional development programs.
* Use the research base to assist in building an effective, schoolwide professional development program.

*From 6.2—*

 Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

 Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

 Join and participate in professional literacy organizations, symposia, conferences, and workshops.

 Demonstrate effective interpersonal, communication, and leadership skills.

*From 6.3—*

 Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).

 Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.

*From 6.4—*

* Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
* Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

B. Department of Teacher Education Advanced Conceptual Frameworks:

“EMPOWERING TEACHERS AS LEADERS”

1. Strengthening Pedagogy: Master’s Level Candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences.

*The master’s level candidates strengthen pedagogy by:*

* **Interpreting and applying appropriate theories and research which capitalize upon the developmental characteristics of all learners and supports instructional choices that will maximize student learning.**
* **Promoting a wide range of evidence-based instructional practices, including technology resources.**
* **Understanding the interdisciplinary nature of knowledge and making connections among content area curriculum and prior knowledge.**
* **Guiding critical dialogue of effective instructional practices which meet the varied needs of all learners.**
* **Mentoring other teachers through coaching techniques.**
* **Planning and implementing effective professional development for teachers.**
* **Sharing the research base, regardless of specialization, for the chosen curriculum and assessment methods.**
* **Promoting a student-centered, positive learning environment.**

2. Embracing Diversity: The master’s level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students.

*The master’s level candidates will help all students learn by:*

* **Understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion.**
* **Developing strategies that build positive and productive relationships between schools, families, and communities.**
* **Planning, selecting materials, and creating classroom activities that reflect an in-depth understanding of multicultural education.**
* **Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children.**

**3)** Reflective Decision Making**:** The Master’s Level Candidates employ reflective decision making to enhance professional performance.

*The Masters Level Candidate will use reflective decision making by:*

* **Determining the effectiveness of instructional practice through the appropriate use and selection of instructional assessments.**
* **Utilizing the evidence based rational for strategies used to meet the needs of all learners.**
* **Determining the impact of student developmental and cultural background on readiness to learning.**
* **Evaluating their teaching practice using current research and theory**
* **Demonstrating a sense of efficiency through the application of reflection to practice**

4) Professional Community Collaboration: The master’s level candidate demonstrates a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.

*The master’s level candidate will model appropriate professional community collaboration by:*

* **Interpreting and applying appropriate theories and research needed to perform their professional roles and to keep abreast of the field’s changing base.**
* **Demonstrating a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.**
* **Understanding the influences derived from family, school, and the broader community and how these contexts affect children’s learning and development.**
* **Interacting with families and the community to improve the lives of students.**

C. ISTE Linkage

1. Technology Operations and Concepts

a. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology

2. Planning and Designing Learning Environments and Experiences

a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners

c. Identify and locate technology resources and evaluates them for accuracy and suitability

3. Productivity and Professional Practice

a. Use technology resources to engage in ongoing professional development and lifelong learning

c. Apply technology to increase productivity

4. Social, Ethical, Legal, and Human Issues

c. Identify and use technology resources that affirm diversity

D. PRAXIS Reading Specialist K-12 Connections ([www.ets.org](http://www.ets.org)) :

**I. Theoretical and Knowledge Bases of Reading**

1. Demonstrate an understanding of the social, linguistic, and cultural influences on language and literacy learning
2. Demonstrate knowledge of experiences that support different stages of literacy development
3. Demonstrate an understanding of the relationships among reading, writing, speaking, and listening
4. Demonstrate knowledge of the role of the reader’s prior knowledge, of the reader's social/cultural/linguistic background, and of the role of social interaction in constructing meaning

**II. Application of Theoretical and Knowledge Bases of Reading in Instruction**

1. Demonstrate an understanding of the relationship between reading and writing instruction and of how writing and reading support each other at different developmental levels
2. Demonstrate knowledge of how to construct instructional plans in which assessment, goals, instruction, and reassessment are connected and continuous
3. Demonstrate knowledge of explicit instructional strategies to teach students how to monitor their own word identification strategies, comprehension, and comprehension strategies
4. Demonstrate knowledge of instructional approaches to foster higher-order, critical, reflective thinking about text
5. Demonstrate an understanding of the instruction of comprehension strategies, including modeling when and how to orchestrate multiple comprehension strategies and their scaffolding
6. Demonstrate knowledge of explicit instruction and scaffolding for learning study skills and strategies (e.g., note taking and test taking)
7. Demonstrate an understanding of how literacy practices and needs differ across content areas (e.g., science, math, history, art)
8. Demonstrate an understanding of how to appropriately use texts (e.g., nonprint materials, media, trade books, textbooks, and electronic texts) within diverse genres for multiple purposes and life-long learning
9. Demonstrate knowledge of a variety of children’s/adolescent’s literature, including multicultural literature, and how to mediate it to enhance instruction
10. Demonstrate an understanding of how technology can be used to enhance instruction
11. Demonstrate an understanding of how to teach students to recursively apply strategies for planning, drafting, revising, and editing texts to different genres for a variety of purposes and audiences
12. Demonstrate an understanding of the purpose of publication of student writing in literacy acquisition
13. Demonstrate an understanding of deliberate vocabulary instruction across grades and content areas
14. Demonstrate knowledge of how to plan and implement instruction that addresses the strengths and needs of all students
15. Demonstrate an understanding of instructional decisions to accommodate learners with social, cultural, linguistic, and cognitive differences

**III. Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment**

1. Demonstrate an understanding of the appropriate selection, use, and interpretation of formal assessment tools (e.g., norm-referenced tests, criterion-referenced tests, formal and informal inventories, on-demand direct writing) and teacher-developed assessment tools (e.g., constructed-response measurements, portfolio-based assessments, running records, miscue analysis, student self-evaluations, work/performance samples, observations, anecdotal records, journals) to report, evaluate and modify instruction for successful learning

**IV. Reading Leadership**

1. Demonstrate an understanding of culturally relevant curricular approaches to improve instruction
2. Demonstrate an understanding of the importance of school and community when promoting home-school connections
3. Demonstrate an understanding of how to promote positive and effective literacy connections between the home and the school

**E. Primary Goals/Objectives of the Course**

**#1: S**tudents will examine the dimensions of understanding in literacy learning

**#2:** Studentswill analyze the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts

**#3:** Students will analyze the impact of transformative literacy learning environments and professional development for teachers.

V. Course Assessments and Performance Measures

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Worth** | **Date Due** |
| Weekly Blackboard/Skype Participation | 20points X 14 Weeks | By each Wednesday night (11:59pm) |
| Vocabulary Journal: | 10 points X 12Wks = 120 points | By each Tuesday night (11:59pm) |
| Theory-into-Practice Presentation | 60 points | By each assigned date |
| Final Synthesis Paper & Presentation | 100 points (paper)  20 points (presentation) |  |
| Total | **640 points** |  |

1. **Class Participation (280 points)**

Participation for this class is important. This is a web course that includes online participation. You are expected to attend every online meeting. If you are likely to meet the deadline for the weekly online assignment, you need to online through Wiki dialogue, your presence and thoughts are highly valued.

* + 1. Video Conference Attendance and Class Participation (20 points/session X 7Wks = 140 points). You are expected to attend every meeting.
    2. Online Attendance and Class Participation (20 points X 7 Wks = 140 points): You are responsible for attending online class sessions and for completing weekly assignments such as Bb discussion, double entry journal, Literature Circle, Text Codes, and Alpha Box. Because this class is offered as hybrid format, your completion of weekly assignments is considered as your attendance to the class. Please complete the assignments before the deadline (Each Wednesday 11:59pm). The direction for weekly assignments will be posted on Bb by Sunday. Again, no absence is granted for online meetings. If you are likely to miss the deadline for weekly assignments or online sessions, please contact the instructor in advance. Late completion of weekly assignments will be deducted 3% each day of
  1. **Weekly Readings and Vocabulary Journal** (15 points X 12 Wks = 180points; 3points/vocabulary item; Each Tuesday night 11:59pm). You are expected to finish reading assigned articles and to write weekly vocabulary journal. For your journal, you will identify **5 key vocabulary items** from the assigned readings that are critical to your understanding of the ideas presented in the readings. For each vocabulary item, you will provide your definition based on the course readings. The required format is as follows:

**Journal Entry Title: Author Last Name Ch. #**

* + 1. Vocabulary (p. XX): A 3-5 line succinct definition that you constructed as you read the course readings should be provided. The definition should be specific and accessible, and it should be written in your own words. The content of your definition should be informative and satisfactory. Please indicate the source of definition by citing relevant page numbers (p. XX). You can also include an example. Assigned grade for each journal entry is 10 points, and each vocabulary item is worth 2 points.
  1. **Theory-into-Practice Presentation (60 points)**

For this assignment, you will construct a powerpoint presentation based on a chapter of your choice. You will summarize the main ideas of the article and include 3 examples of classroom practices that are closely related to the ideas. The examples can be from journal articles and/or videos of classroom practices. You are expected to present examples through various modes including images, pictures, graphics, and video clips. Before your presentation, you will discuss your ideas with the instructor. You will present your work on each video-conference session. Your presentation file should be uploaded on Bb prior to the meeting. Your presentation will be assessed in the following manner.

* Content and organization (20 points)
* Usefulness of examples (20 points)
* Communication (10 points)
* Conference with the instructor (10 points)

The detailed rubric will be provided in class.

* 1. **Final Synthesis Paper (100 points; Due 5/ 4)**

You will write a synthesis paper in which you discuss the themes across the course readings, discussions, and presentations. In your paper, you will answer the questions as you interweave and synthesize ideas from the readings to support your argumentation. You will develop argumentation related to issues and aspects of reading comprehension. Ten double-spaced pages, excluding references (APA 6th styles is required).

* 1. **Grading Scales**

|  |  |  |
| --- | --- | --- |
| *Letter* | *Percentage* | Points |
| A | 92 – 100% | 588-640 |
| B | 83 – 91% | 531-587 |
| C | 74 – 82% | 473-530 |
| D | 66 – 73% | 422-472 |
| F | 65% ↓ | 422↓ |

V. Special Considerations and/or Features of the Course

1. Students enrolling in this course must be admitted to ASU graduate school and must have received advising approval to be in the class from the Graduate Reading Coordinator.
2. Students are responsible for all assigned readings and other class materials such as power-point presentations, handouts and journal articles.
3. Students are also responsible for checking the schedule, e-mails, and Bb to be informed about the deadlines for assignments and other changes.
4. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community.
5. Students should use appropriate technology when completing projects.
6. The aforementioned requirements, assignments, policies, etc. are subject to change. Students’ experiences and needs will be considered when modifying the course syllabus.
7. This course is online, so participation on Wiki/Blog’s is necessary in order to reflect and interact with classmates and the instructor.
8. Unless otherwise directed, written assignments should be typed, double-spaced, in 12pt Times New Roman font on the one-inch margin paper.

V. **Procedures to Accommodate Students with Disabilities**

Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services (870-972-3964). Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

**Schedule & Course Topics**

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Topics | Readings | Assignment |
| 1 | Overview of the course |  |  |
| 2 | Historical view | Ch.1 |  |
| 3 | Developmental Perspectives | CH.2 |  |
| 4 | Information-Processing | Ch.3 |  |
| 5 | Constructivist Perspective | Ch. 6 | Presentation 1 |
| 6 | Socio-cultural perspective/ /critical View | CH. 7, 8 |  |
| 7 | Reading comprehension strategies | Ch. 4 |  |
| 8 | Changing views of text and comprehension | Ch. 10 | Presentation 2 |
| 9 | Motivation and Reading comprehension | Ch. 14 |  |
| 10 | Reading Comprehension instruction | Ch. 21 | Presentation 3 |
| 11 | Reading Comprehension in new literacies | Ch. 12 |  |
| 12 | The role of discussion on reading comprehension | Ch. 22 |  |
| 13 | Comprehension and Cultural/linguistic diversity | Choice reading  Ch. 28 or 29 | Presentation 4 |
| 14 | Final Paper Presentation Due |  | Final Presentation |

Appendix B

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| College of Education | | | | | | | |
| Degree Plan: Specialist in Education | | | | | | | |
| Reading | | | | | | | |
| **Year One** |  | **Prerequisite** | **Credits** | **Year One** |  | **Prerequisite** | **Credits** |
| **SEM 1 POT 1** |  |  |  | **SEM 2 POT 1** |  |  |  |
| RDNG 7653 | Advanced Studies in Reading Comprehension |  | 3 | Track Course | Track Course |  | 3 |
| RDNG 6573 | Action Research in Literacy Education |  | 3 | Track Course | Track Course |  | 3 |
| **SEM 1 POT 2** |  |  |  | **SEM 2 POT 2** |  |  |  |
| Track Course | Track Course |  | 3 | RDNG 7613 | Survey of Quantitative and Qualitative Literacy Research |  | 3 |
| RDNG 7423 | Studies in Critical Literacy |  | 3 | Track Course | Track Course |  | 3 |
|  |  |  | 12 |  |  |  | 12 |
| **Year Two** |  | **Prerequisite** | **Credits** |  |  |  |  |
| **SEM 1 POT 1** |  |  |  |  |  |  |  |
| RDNG 7493 | Reading and Writing Capstone |  | 3 |  |  |  |  |
| Track 1 Course OR Track 2 RDNG 6333 | Track 1 Course or Track 2 Reading Practicum I |  | 3 |  |  |  |  |
|  |  |  | 6 |  |  |  |  |
|  | Total Credits |  | 30 |  |  |  |  |