

Program Standards and Matrix  
**Specialized Reading Professional**  
 International Reading Association

<u>X</u> Role 6    ___Role 7    ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
<b>KNOWLEDGE AND BELIEFS ABOUT READING</b>		
1.0 Theoretical Base <b>The reading professional will:</b>		
1.1 demonstrate recognition that reading should be taught as a process;	<u>RS 510</u> Personal analysis of reading strategies, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit) <u>RS 744</u> Double entry learning log ch.1 <u>RS 758</u> Teaching journal; double-sided note format	C
1.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process;	<u>RS 510</u> Reading autobiography, Personal analysis of reading strategies, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit), Interview w/K-12 school age reader <u>RS 723</u> Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes <u>RS 731</u> Reading Journal <u>RS 744</u> Double entry learning log, ch.1 <u>RS 722</u> Genre study, Curriculum evaluation <u>RS 601</u> Students will choose one children's T. V. show and watch multiple episodes (e.g., at least five), recording the number of stereotypes; additionally, students will track the cross marketing connected with the show	C
1.3 demonstrate an understanding of the importance of literacy for personal and social growth;	<u>RS 510</u> Reading autobiography, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit)	C

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	<u>RS 723</u> Double-sided notes on field experience <u>RS 744</u> Review of instructional materials <u>RS 601</u> Students will write a reflection of their own childhood media experiences, Students will maintain a reading log integrating their reflections on the weekly readings with their weekly media consumption	
1.4 illustrate that literacy can be a means for transmitting moral and cultural values;	<u>RS 510</u> Reading autobiography, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit) <u>RS 731</u> Reading Journal <u>RS 722</u> Genre study, Controversial book review <u>RS 744</u> Double entry learning log, ch.1 <u>RS 601</u> Students will choose one children's T. V. show and watch multiple episodes (e.g., at least five), recording the number of stereotypes; additionally, students will track the cross marketing connected with the show	C
1.5 demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;	<u>RS 510</u> Personal analysis of reading strategies, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit) <u>RS 744</u> Double entry learning log ch.1 <u>RS 601</u> Students will conduct a research assessment of a student's media experiences; data collected will include items such as interviews, journals, co-viewing, etc.	C
1.6 demonstrate an understanding of the major theories of language development, cognition, and learning; and	<u>RS 510</u> Literature review of "big name" researcher/theorist; brief oral presentation of findings, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit)	C

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	<u>RS 600</u> Interpretation of research <u>RS 723</u> Entry/exit cards, Book critique <u>RS 739</u> Article review and critique; class readings & double-sided notes	
1.7 demonstrate an understanding of the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.	<u>RS 510</u> Reading autobiography, Entry/exit cards based on assigned reading (entry) and classroom discussion (exit), Interview w/K-12 school age reader <u>RS 723</u> Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes <u>RS 601</u> Students will write a reflection of their own childhood media experiences, Students will maintain a reading log integrating their reflections on the weekly readings with their weekly media consumption <u>RS 739</u> Observation survey report and analysis, IRI Report & Analysis	C
2.0 Knowledge Base <b>The reading professional will:</b>		
2.1 demonstrate an understanding that written language is a symbolic system;	<u>RS 510</u> Personal analysis of reading strategies <u>RS 723</u> Entry/exit cards <u>RS 737</u> Writing assessments	C
2.2 demonstrate an understanding of the interrelation of language and literacy acquisition;	<u>RS 723</u> Double-sided notes on field experience, Entry/exit cards <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Teaching journal; double-sided note format	C
2.3 demonstrate an understanding of principles of new language acquisition;	<u>RS 723</u> Double-sided notes on field experience, Entry/exit cards	C
2.4 demonstrate an understanding of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;	<u>RS 510</u> Personal analysis of reading strategies <u>RS 723</u> Entry/exit cards <u>RS 739</u> Article review and critique; class readings & double-sided notes	C

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	<u>RS 758</u> Teaching journal; double-sided note format	
2.5 demonstrate an understanding of the interrelation of reading and writing, and listening and speaking;	<u>RS 510</u> Literature review of “big name” researcher/theorist; brief oral presentation of findings; Entry/exit cards <u>RS 723</u> Double-sided notes on field experience, Entry/exit cards <u>RS 731</u> Lessons <u>RS 722</u> Book project <u>RS 744</u> Double entry learning log ch.1, Lesson planning & teaching, Final project <u>RS 601</u> Students will write a reflection of their own childhood media experiences, Students will maintain a reading log integrating their reflections on the weekly readings with their weekly media consumption	C
2.6 show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;	<u>RS 723</u> Entry/exit cards <u>RS 731</u> Lessons, Comprehension demonstrations <u>RS 722</u> Book project <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 601</u> Students will conduct a research assessment of a student's media experiences; data collected will include items such as interviews, journals, co-viewing, etc.	C
2.7 demonstrate an understanding of emergent literacy and the experiences that support it;	<u>RS 510</u> Interview w/K-12 school age reader <u>RS 723</u> Double-sided notes on field experience, Entry/exit cards	C
2.8 demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking;	<u>RS 510</u> Personal analysis of reading strategies <u>RS 723</u> Entry/exit cards <u>RS 744</u> Double entry learning log ch.11 <u>RS 601</u> Students will write a reflection of their own childhood media	C

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	experiences, Students will maintain a reading log integrating their reflections on the weekly readings with their weekly media consumption <u>RS 737</u> Motivation/metacognition assessment <u>RS 758</u> Teaching journal; double-sided note format	
2.9 demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment);	<u>RS 510</u> Reading autobiography <u>RS 731</u> Article and software evaluation <u>RS 722</u> Controversial book review <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 739</u> Observation survey report and analysis	C
2.10 show how past and present literacy leaders contributed to the knowledge base;	<u>RS 510</u> Literature review of "big name" researcher/theorist; brief oral presentation of findings; Entry/exit cards <u>RS 600</u> Literature review <u>RS 722</u> Research/cooperative learning project <u>RS 601</u> Students will complete individual literature reviews for various experts in the field of media literacy <u>RS 759</u> Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class	C
2.11 show an understanding of relevant reading research from general education and how it has influenced literacy education;	<u>RS 600</u> Literature review <u>RS 731</u> Article and software evaluation <u>RS 722</u> Research/cooperative learning project <u>RS 723</u> Book critique <u>RS 759</u> Create a graphic organizer to	C

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	represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class	
2.12 teach classic and contemporary children's and young adults' literature, and easy-reading fiction and nonfiction for adults, at appropriate levels;	<u>RS 722</u> Genre study, Controversial book review	C
2.13 illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and	<u>RS 723</u> Literacy Links field trip reflection <u>RS 731</u> Comprehension demonstrations <u>RS 722</u> Book project <u>RS 744</u> Lesson planning & teaching, Final project	C
2.14 show that goals, instruction, and assessment should be aligned.	<u>RS 723</u> Double-sided notes on field experience <u>RS 731</u> Lessons <u>RS 722</u> Curriculum development: Thematic unit plan <u>RS 739</u> Observation survey report and analysis, IRI Report & Analysis <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 740</u> Parents as partners <u>RS 601</u> Students will develop an extended unit or series of lesson plans, which integrates media literacy into your existing curriculum <u>RS 758</u> Teaching journal; double-sided note format	C
3.0 Individual Differences <b>The reading professional will:</b>		
3.1 illustrate how differences among learners influence their literacy development;	<u>RS 510</u> Reading autobiography <u>RS 723</u> Literacy Links field trip reflection <u>RS 744</u> Double entry learning log, ch.1	C

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	<u>RS 601</u> Students will conduct a research assessment of a student's media experiences; data collected will include items such as interviews, journals, co-viewing, etc. <u>RS 758</u> Written reflection on video taped lesson	
3.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process;	<u>RS 723</u> Literacy Links field trip reflection, Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes <u>RS 731</u> Reading Journal <u>RS 722</u> Genre study, Curriculum evaluation <u>RS 744</u> Double entry learning log, ch.1, Review of instructional materials <u>RS 740</u> Students and school performance analysis <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment	C
3.3 show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;	<u>RS 731</u> Lessons <u>RS 737</u> Spelling assessments <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Initial assessment reports, one for each summer scholar, Teaching journal; double-sided note format	C
3.4 illustrate the importance of creating programs to address the strengths and needs of individual learners; and	<u>RS 723</u> Literacy Links field trip reflection, Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes	C

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	<u>RS 744</u> Lesson planning & teaching, Final project <u>RS 740</u> Students and school performance analysis <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Initial assessment reports, one for each summer scholar, Teaching journal; double-sided note format, Written reflection on video taped lesson	
3.5 show knowledge of federal, state, and local programs designed to help students with reading and writing problems.	<u>RS 723</u> Literacy Links field trip reflection <u>RS 740</u> Students and school performance analysis	C
4.0 Reading Difficulties <b>The reading professional will:</b>		
4.1 demonstrate an understanding of the nature and multiple causes of reading and writing difficulties;	<u>RS 723</u> Entry/exit cards <u>RS 739</u> Article review and critique; class readings & double-sided notes, Observation survey report and analysis, IRI Report & Analysis <u>RS 758</u> Initial assessment reports, one for each summer scholar, Teaching journal; double-sided note format	C
4.2 demonstrate knowledge of principles for diagnosing reading difficulties;	<u>RS 739</u> Article review and critique; class readings & double-sided notes, Observation survey report and analysis, IRI Report & Analysis <u>RS 758</u> Initial assessment reports, one for each summer scholar, Teaching journal; double-sided note format	C
4.3 illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	<u>RS 739</u> Article review and critique; class readings & double-sided notes, Observation survey report and analysis, IRI Report & Analysis <u>RS 758</u> Teaching journal; double-sided note format <u>RS 740</u> Students and school performance analysis	C

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4.4 show an understanding of the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.	<u>RS 723</u> Book critique <u>RS 740</u> Students and school performance analysis <u>RS 739</u> Article review and critique; class readings & double-sided notes	C
<b>INSTRUCTION AND ASSESSMENT</b>		
5.0 Creating a Literate Environment <b>The reading professional will be able to:</b>		
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;	<u>RS 510</u> Interview w/K-12 school age reader <u>RS 731</u> Reading journal <u>RS 722</u> Curriculum development: Thematic unit plan <u>RS 744</u> Double entry learning log, ch.4, Lesson planning & teaching, Final project <u>RS 740</u> Parents as partners <u>RS 758</u> Written reflection on video taped lesson	C
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;	<u>RS 510</u> Reading autobiography, Personal analysis or reading strategies <u>RS 731</u> Lessons <u>RS 722</u> Controversial book review, Curriculum development: Thematic unit plan <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 758</u> Teaching journal; double-sided note format	C
5.3 model and discuss reading and writing as valuable, lifelong activities;	<u>RS 510</u> Personal analysis of reading strategies <u>RS 731</u> Class notebook, Writer's workshop <u>RS 722</u> Book project, Controversial book review <u>RS 744</u> Double entry learning log ch.12	C

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	<u>RS 758</u> Teaching journal; double-sided note format	
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	<u>RS 731</u> Reading journal <u>RS 722</u> Genre study, Curriculum development: Thematic unit plan <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 758</u> Teaching journal; double-sided note format	C
5.5 provide opportunities for creative and personal responses to literature, including storytelling;	<u>RS 722</u> Book project, Curriculum development: Thematic unit plan	C
5.6 promote the integration of language arts in all content areas;	<u>RS 731</u> Lessons <u>RS 744</u> Lesson planning & teaching, Final project	C
5.7 use instructional and information technologies to support literacy learning; and	<u>RS 731</u> Lessons, Article and software evaluation <u>RS 722</u> Controversial book review, Curriculum development: Thematic unit plan <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 601</u> Students will choose one children's T. V. show and watch multiple episodes (e.g., at least five), recording the number of stereotypes; additionally, students will track the cross marketing connected with the show <u>RS 740</u> Students and school performance analysis, Parents as partners	C
5.8 implement effective strategies to include parents as partners in the literacy development of their children.	<u>RS 731</u> Reading journal <u>RS 722</u> Curriculum development: Thematic unit plan <u>RS 740</u> Parents as partners	C

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	<u>RS 737</u> Interpreting the results <u>RS 758</u> Parent presentation	
6.0 Word Identification, Vocabulary, and Spelling <b>The reading professional will be able to:</b>		
6.1 teach students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations;	<u>RS 731</u> Reading journal	C
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	<u>RS 731</u> Article reading and software evaluation	C
6.3 teach students to use context to identify and define unfamiliar words;	<u>RS 731</u> Article reading and software evaluation	C
6.4 guide students to refine their spelling knowledge through reading and writing;	<u>RS 731</u> Article reading and software evaluation <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Initial assessment reports, one for each summer scholar, Teaching journal; double-sided note format	C
6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and	<u>RS 731</u> Article reading and software evaluation <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Teaching journal; double-sided note format	C
6.6 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.	<u>RS 731</u> Article reading and software evaluation <u>RS 744</u> Double entry learning log ch.5, Lesson planning & teaching, Final project <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Teaching journal; double-sided note format	C

<input checked="" type="checkbox"/> Role 6 <input type="checkbox"/> Role 7 <input type="checkbox"/> Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
<b>7.0 Comprehension</b> <b>The reading professional will be able to:</b>		
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;	<u>RS 731</u> Comprehension demonstrations <u>RS 740</u> Parents as partners	C
7.2 model questioning strategies;	<u>RS 731</u> Comprehension demonstrations <u>RS 744</u> Double entry learning log ch.11, Lesson planning & teaching, Final project	C
7.3 teach students to connect prior knowledge with new information;	<u>RS 731</u> Comprehension demonstrations <u>RS 744</u> Double entry learning log ch.11, Lesson planning & teaching, Final project	C
7.4 teach students strategies for monitoring their own comprehension;	<u>RS 731</u> Comprehension demonstrations <u>RS 744</u> Double entry learning log ch.11	C
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and	<u>RS 731</u> Comprehension demonstrations <u>RS 744</u> Double entry learning log ch.11, Lesson planning & teaching, Final project	C
7.6 ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).	<u>RS 731</u> Comprehension demonstrations <u>RS 744</u> Double entry learning log ch.11	C
<b>8.0 Study Strategies</b> <b>The reading professional will be able to:</b>		
8.1 provide opportunities to locate and use a variety of print,	<u>RS 731</u> Article and software evaluation	C

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nonprint, and electronic reference sources;	<u>RS 744</u> Double entry learning log ch.9 & 10, Lesson planning & teaching, Final project	
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material;	<u>RS 744</u> Double entry learning log ch.9 & 10	C
8.3 teach students effective time management strategies;	<u>RS 744</u> Double entry learning log ch.9 & 10, Lesson planning & teaching, Final project	C
8.4 teach students strategies to organize and remember information; and	<u>RS 744</u> Double entry learning log ch.9 & 10, Lesson planning & teaching, Final project	C
8.5 teach test-taking strategies.	<u>RS 744</u> Double entry learning log ch.9 & 10, Lesson planning & teaching, Final project	C
9.0 Writing <b>The reading professional will be able to:</b>		
9.1 teach students planning strategies most appropriate for particular kinds of writing;	<u>RS 731</u> Writing workshop assignment <u>RS 744</u> Double entry learning log ch.8 <u>RS 737</u> Writing assessments	C
9.2 teach students to draft, revise, and edit their writing; and	<u>RS 731</u> Lessons <u>RS 744</u> Double entry learning log ch.8, Lesson planning & teaching, Final project	C
9.3 teach students the conventions of standard written English needed to edit their compositions.	<u>RS 731</u> Writing workshop assignment <u>RS 744</u> Double entry learning log ch.8, Lesson planning & teaching, Final project	C
10.0 Assessment <b>The reading professional will be able to:</b>		
10.1 develop and conduct assessments that involve multiple indicators of learner progress; and	<u>RS 744</u> Lesson planning & teaching, Final project <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 739</u> Kidwatching report and analysis, Observation survey report and analysis, IRI Report & Analysis	C

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	<u>RS 758</u> Initial assessment reports, one for each summer scholar, Cumulative case study including final assessment, one for each summer scholar	
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	<u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 739</u> Kidwatching report and analysis, Observation survey report and analysis, IRI Report & Analysis <u>RS 758</u> Initial assessment reports, one for each summer scholar, Cumulative case study including final assessment, one for each summer scholar	C
<b>ORGANIZING AND ENHANCING A READING PROGRAM</b>		
11.0 Communicating Information about Reading <b>The reading professional will be able to:</b>		
11.1 communicate with students about their strengths, areas for improvement, and ways to achieve improvement;	<u>RS 731</u> Reading journal <u>RS 758</u> Cumulative case study including final assessment, one for each summer scholar	C
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;	<u>RS 740</u> Supervision of paraprofessionals <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 739</u> Article review and critique; class readings & double-sided notes <u>RS 758</u> Cumulative case study including final assessment, one for each summer scholar	C
11.3 involve parents in cooperative efforts and programs to support	<u>RS 731</u> Reading journal <u>RS 740</u> Parents as partners	C

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students' reading and writing development;	<u>RS 722</u> Curriculum development: Thematic unit plan <u>RS 758</u> Parent presentation, Cumulative case study including final assessment, one for each summer scholar	
11.4 communicate information about literacy and data to administrators, staff members, school board members, policymakers, the media, parents, and the community; and	<u>RS 723</u> Literacy Links field trip reflection <u>RS 744</u> Review of instructional materials <u>RS 740</u> Parents as partners, Supervision of paraprofessionals <u>RS 722</u> Controversial book review, Curriculum evaluation, Curriculum development: Thematic unit plan <u>RS 758</u> Parent presentation <u>RS 737</u> Interpreting the results <u>RS 739</u> Article review and critique; class readings & double-sided notes, Observation survey report and analysis, IRI Report & Analysis <u>RS 759</u> Write a letter to the media, PTA, MSDE or professional organization regarding teacher licensing	C
11.5 interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community.	<u>RS 600</u> Comparing journals, Interpretation of research <u>RS 723</u> Book critique <u>RS 740</u> Parents as partners <u>RS 722</u> Research/cooperative learning project <u>RS 758</u> Parent presentation <u>RS 737</u> Interpreting the results <u>RS 739</u> Observation survey report and analysis, IRI Report & Analysis <u>RS 759</u> Reading log entries, Plan & lead a seminar on current issue identified in text, Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research	C

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	<p>report, Share the results of the study with the class</p>	
<p>12.0 Curriculum Development <b>The reading professional will be able to:</b></p>		
<p>12.1 initiate and participate in ongoing curriculum development and evaluation;</p>	<p><u>RS 744</u> Lesson planning &amp; teaching, Final project, Review of instructional materials <u>RS 722</u> Curriculum evaluation, Curriculum development: Thematic unit plan <u>RS 723</u> Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes <u>RS 601</u> Students will develop an extended unit or series of lesson plans, which integrates media literacy into your existing curriculum <u>RS 740</u> Curriculum development project</p>	<p>C</p>
<p>12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;</p>	<p><u>RS 731</u> Lessons <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment</p>	<p>C</p>
<p>12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing);</p>	<p><u>RS 740</u> Roles of the reading specialist, Curriculum development project</p>	<p>C</p>
<p>12.4 select and evaluate instructional materials for literacy, including those that are technology-based;</p>	<p><u>RS 731</u> Article and software evaluation <u>RS 722</u> Genre study, Curriculum development: Thematic unit plan <u>RS 744</u> Review of instructional materials</p>	<p>C</p>

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	<u>RS 601</u> Students will develop an extended unit or series of lesson plans, which integrates media literacy into your existing curriculum <u>RS 740</u> Students and school performance analysis, Curriculum development project	
12.5 use multiple indicators to determine effectiveness of the literacy curriculum;	<u>RS 744</u> Review of instructional materials <u>RS 722</u> Curriculum evaluation <u>RS 740</u> Students and school performance analysis, Curriculum development project	C
12.6 plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding; and	<u>RS 740</u> Students and school performance analysis, Curriculum development project	B
12.7 help develop individual educational plans for students with severe learning problems related to literacy.	<u>RS 739</u> Kidwatching report and analysis, Observation survey report and analysis, IRI Report & Analysis <u>RS 758</u> Cumulative case study including final assessment, one for each summer scholar	C
13.0 Professional Development <b>The reading professional will be able to:</b>		
13.1 participate in professional development programs;	<u>RS 740</u> Parents as partners <u>RS 758</u> Parent presentation	C
13.2 initiate, implement, and evaluate professional development programs;	<u>RS 740</u> Parents as partners	B
13.3 provide professional development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the	<u>RS 740</u> Parents as partners <u>RS 758</u> Parent presentation	B

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<u>X</u> Role 6    ___Role 7    ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
school context as well as among other aspects of reading development;		
13.4 provide professional development experiences that are sensitive to school constraints (e.g., class size or limited resources);	<u>RS 740</u> Supervision of paraprofessionals	B
13.5 use multiple indicators to judge professional growth; and	<u>RS 731</u> Lessons <u>RS 744</u> Lesson planning & teaching, Final project <u>RS 758</u> Written reflection on video taped lesson	C
13.6 model ethical professional behavior.	<u>RS 737</u> Interpreting the results <u>RS 739</u> IRI Report & Analysis <u>RS 740</u> Supervision of paraprofessionals <u>RS 758</u> Parent presentation <u>RS 759</u> Reading log entries, Plan & lead a seminar on current issue identified in text	C
14.0 Research <b>The reading professional will be able to:</b>		
14.1 apply research for improved literacy;	<u>RS 600</u> Project proposal, Project plan, Literature review <u>RS 737</u> Researching the test, Standardized test preparation, Interpreting the results <u>RS 759</u> Research report	C
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	<u>RS 600</u> Project proposal, Project plan, Literature review <u>RS 737</u> Standardized test preparation <u>RS 759</u> Research report	B
14.3 promote and facilitate teacher- and classroom-based research.	<u>RS 600</u> Project proposal, Project plan, Literature review <u>RS 737</u> Researching the test, Standardized test preparation, Interpreting the results <u>RS 759</u> Research report	C

<u>X</u> Role 6    ___Role 7    ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
15.0 Supervision of Paraprofessionals <b>The reading professional will be able to:</b>		
15.1 plan lessons for paraprofessionals;	<u>RS 740</u> Supervision of paraprofessionals	C
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance;	<u>RS 740</u> Supervision of paraprofessionals	C
15.3 provide professional development and training for paraprofessionals; and	<u>RS 740</u> Supervision of paraprofessionals	B
15.4 provide emotional and academic support for paraprofessionals.	<u>RS 740</u> Supervision of paraprofessionals	C
16.0 Professionalism <b>The reading professional will be able to:</b>		
16.1 pursue knowledge of literacy by reading professional journals and publications; and participating in conferences and other professional activities;	<u>RS 510</u> Literature review of “big name” researcher/theorist; brief oral presentation of findings; Entry/exit cards, Join professional organization such as IRA, NCTE or NRC <u>RS 600</u> Literature review <u>RS 722</u> Research/cooperative learning project <u>RS 737</u> Researching the test <u>RS 740</u> Roles of the reading specialist <u>RS 759</u> Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class	C
16.2 reflect on one's practice to improve instruction and other services to students;	<u>RS 510</u> Interview w/K-12 school age reader <u>RS 600</u> Reflexivity journal <u>RS 744</u> Lesson planning & teaching, Final project	C

<u>X</u> Role 6    ___Role 7    ___Role 8 Program Standards	Evidence: performance data, experiences, courses	Institution's competency level (A,B,or C)
	<u>RS 758</u> Teaching journal; double-sided note format, Written reflection on video taped lesson	
16.3 interact with and participate in decision-making with teachers, teacher educators, theoreticians, and researchers;	<u>RS 600</u> Project proposal <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 740</u> Roles of the reading specialist <u>RS 758</u> Teaching journal; double-sided note format	C
16.4 support and participate in efforts to improve the reading profession by being an advocate for licensing and certification;	<u>RS 759</u> Write a letter to the media, PTA, MSDE or professional organization regarding teacher licensing	C
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;	<u>RS 510</u> Join professional organization such as IRA, NCTE or NRC	C
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;	<u>RS 731</u> Comprehension demonstrations <u>RS 737</u> Writing assessments, Spelling assessments, Motivation/metacognition assessment <u>RS 759</u> Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class	C
16.7 write for publication; and	<u>RS 758</u> Cumulative case study including final assessment, one for each summer scholar <u>RS 759</u> Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class	B

A – Awareness B – Basic Understanding C – Comprehensive Understanding O – Not Applicable

<p><u>X</u> Role 6    ___Role 7    ___Role 8</p> <p>Program Standards</p>	<p>Evidence: performance data, experiences, courses</p>	<p>Institution's competency level (A,B,or C)</p>
<p>16.8 make presentations at local, state, regional, and national meetings and conferences.</p>	<p><u>RS 759</u> Create a graphic organizer to represent the research question and data analysis plan, Prepare a publishable action research report, Share the results of the study with the class</p>	<p><b>B</b></p>

## Loyola College in Maryland

RS 510  
FOUNDATIONS OF READING INSTRUCTION  
Fall 2003

**Instructor:** Ellie Kaufmann  
**Office:** Beatty Hall  
**Work Phone:** (410) 617-2847  
**Home Phone:** (717) 767-4395  
**Office Hours:** Tuesdays & Thursdays, 1 PM to 3PM and by appointment  
**E-mail:** ellie@loyola.edu

**Class Meeting:** Wednesday from 7:05 – 9:35PM, Timonium Campus .  
**Prerequisite:** None

### **Required Texts:**

Kucer, S. (2001). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings*. Mahwah, NJ: Lawrence Erlbaum.  
Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching* (2<sup>nd</sup> ed.). New York: Guilford.

**Required professional membership:** *Become a student member of the International Reading Association, or the National Council of Teachers of English or the National Reading Conference*

### **Article packet including:**

Clay, M (1991). *Becoming literate the construction of inner control*, Chapters 2 & 3

Gaffney, J. S., & Anderson, R. C. (2000). Trends in reading research in the United States: Changing intellectual currents over three decades. In M. Kamil, P. Mosenthal, P.D. Pearson & R. Barr (Eds.), *Handbook of reading research*, Vol. III (pp. 53-74). Mahwah, NJ: Lawrence Erlbaum.

Rosenblatt, L. (1983). *Literature as exploration*, chapters 1 & 2.

Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of reading. *Reading Research Quarterly*, 11, 360-406.

**Other supplies needed:** Packet of index cards and one blue pocket folder

### **Course Description:**

The group will analyze and explore topics including various theories, processes, and models of reading; definitions of literacy; knowledge of language and cueing systems, metacognition, vocabulary, comprehension; formal and informal assessment; multiple, balanced, relevant, problem-solving instructional strategies adapted to the specific needs and interests of literacy learners K-12.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Demonstrate competence in reviewing and summarizing reading research  Understand the utility of being familiar with major researchers as a research strategy	1.6, 2.5, 16.1, 2.10	Literature review of “big name” researcher/theorist; brief oral presentation of findings; Entry/exit cards	Mid-semester, a brief annotated bibliography of sources is due, feedback given; brief oral presentation of findings due in one of last 2 classes; final literature review is <i>the</i> final project, a summative assessment
Understand the importance of literacy and reading for personal and social growth	1.2,1.3, 1.4,1.7, 2.9, 3.1, 5.3	Reading autobiography	Peer feedback required, leading to comparisons of background and culture; integration of personal knowledge about reading defines focus of assignment
Understand that reading is a process of constructing meaning	1.1, 1.2, 1.5, 2.1, 2.4, 2.8, 5.3	Personal analysis of reading strategies	Peer feedback required; format of piece negotiated by course participants
Synthesize personal, practical and professional knowledge	1.1 – 1.7; could address almost anything in reading/discussion	Entry/exit cards based on assigned reading (entry) and classroom discussion (exit)	Formative assessment; ongoing check on questions and understandings of participants
Use knowledge about literacy to reflect on and improve practice	1.2, 1.7, 2.7, 5.1, 16.2	Interview w/K-12 school age reader	Interview questions will come from published instruments and be adapted in class according to personal interests and needs for improvement of practice

Begin to think like a reading specialist	16.1, 16.5	Join professional organization such as IRA, NCTE or NRC	“Jigsaw” group presentation on your chosen organization; Show membership card or journal addressed to participant by end of semester
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**Specific Educational Objectives of the Course:**

At the completion of the course, the student will understand:

1. the basic principles and concepts of reading and develop a holistic, global perspective of reading and literacy, including the principle that literate people read and write for both learning and pleasure and that literate people experience the satisfaction of learning from text and engaging in literate behaviors
2. that reading is the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation; reading should be taught as this process
3. the importance of literacy and reading for personal and social growth
4. the interrelation of reading, writing, listening and speaking and the role of metacognition in reading, writing, listening and speaking
5. the cueing systems of language (phonemic, morphemic, syntactic, pragmatic) and their relation to reading and writing processes

*Through all these understandings, the beginning student in the program will be initiated into the world of the reading specialist and begin to think like a reading specialist.*

**Conduct of the Course:**

Because course participants already have personal, practical and professional knowledge about reading and writing, the course will be structured around small and large group discussion and reading and writing experiments, with the occasional lecture thrown in when necessary.

**Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals WILL affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a blue pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together. I hate paper clips.

- 5 Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process. Human checks are more sensible and will give you an awareness of audience in your writing.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

### **Grading:**

#### **Entry/exit cards (5 points per card, 13 classes = 75 points)**

Prior to class, on an index card, write a “fat” question, one that provokes discussion and/or elicits others’ opinions about the assigned reading. If you don’t have any questions, you can quote an enlightening part of the reading and succinctly state why that bit was terrific. This is your entry into class, and will help our discussion. On the other side of your card, you’ll write a question or comment stimulated by the actual class as we end—your exit card.

***A note for all major writing assignments: It is important that you learn how essential a human editor who gives feedback is in the writing process. In class, we will negotiate a system to ensure that every piece of writing that gets a grade will be read by someone other than the instructor. Lack of feedback/editing by another human being will be detrimental to your grades.***

#### **Reading autobiography (50 points)**

Write your personal history as reader in school, or perhaps before school. What people and events stand out in your memory? Why? How do you think they influenced your beliefs and feelings about reading and learning in general? We’ll negotiate how to submit peer feedback in class. 5 – 10 pages.

#### **Personal reading strategy analysis (50 points)**

This is a written analysis of the thinking processes you (a skilled reader) go through when making sense of text. We will begin this assignment in class with predictions about particular texts by Sandra Cisneros. You can base your paper on any one of the texts introduced in class, or any of the reading assignments that you think will tax you as a reader. (Stanovich’s Matthew Effect comes to mind.) Write down your specific thoughts as you read. Go back and analyze your thoughts in terms of the good reader strategies. Did you question, clarify, re-read, visualize? What prior knowledge helped you understand what you read? Nail down your metacognition. We will brainstorm ideas for the format of this piece in class. Again, we’ll negotiate peer feedback in class. 5 – 7 pages.

#### **Annotated bibliography for literature review (25 points)**

A chronological listing, in APA format, of the sources you’ve uncovered thus far for your literature review. A brief annotation, of 2-6 sentences, that describes the content of each entry is all the writing necessary. This is a chance to get feedback on the shape that your lit review is taking. The amount of entries will vary, as some researchers tend to write books and chapters, while others have published mostly articles, but I’ll arbitrarily say 10 entries are required.

**Interview with K-12 school age reader (50 points)**

Find a child or teen-ager who is willing to talk with you about reading in school and out. We will adapt a published questionnaire in class to suit a variety of purposes in the interview. One important aspect of the interview will be to ask about the differences in reading in school and reading when not in school. How can this student’s responses help you think about your teaching? Please attach the interview questions and responses. 4– 7 pages of analysis, not counting the questions and responses.

**Oral presentation of literature review (25 points)**

During the final 2 classes, each participant will give a 10 minute talk about the major findings of the literature review. (The written product is not due until the final class.)

**Literature review (100 points)**

Each participant will choose a major reading researcher/theorist and review her/his output of published work. The plan is to jumpstart participants into the research process—using a “big name” as a key word in searches is a fine strategy, and will make the actual search much less onerous. The literature review will be organized chronologically, so participants should note changes and refinements in methodology, beliefs, thinking and even writing style. This review will give participants an in depth look at the work of one person, and this structure will often have the by-product of showing a facet of the field of reading research. For example, choosing Ken Goodman as the topic will lead the participant to much of the research base cited by whole language proponents. Reading much of Michael Pressley’s work will teach the participant about comprehension and what exemplary 1<sup>st</sup> grade teachers are like. 10 – 15 pages.

**Total points possible = 375**

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

**Literature review- suggested researchers**

Marie Clay, Louise Rosenblatt, Keith Stanovich, Michael Pressley, Marilyn Adams, Jeanne Chall, P. David Pearson, William Duffy, Shirley Brice Heath, Ken Goodman, Yetta Goodman, Lucy Calkins, Don Graves, Frank Smith, Pat Shannon, Allan Luke, Irene Fountas & Gay Su Pinnell, Hallie Kay Yopp, Nila Banton Smith, James Paul Gee, Don Holdaway, Richard Allington, Anne McGill-Franzon, Peter Johnston, Patricia Cunningham, Elizabeth Sulzby & William Teale, Nell Duke, Stephen B. Kucer, and many others as approved by the instructor.

## TENTATIVE COURSE SCHEDULE

Class	Reading to complete BEFORE CLASS	Class topic/Assignment due
1	1 <sup>st</sup> class, so reading will take place during class time	Chapter 1 of Kucer Complete <b>Literacy Beliefs profile</b> from Kucer Pressley, Introduction Turn in first <b>exit cards</b>
2	Chapter 4 Pressley Clay's <i>Construction of Inner Control</i> chapters 2 & 3	<b>Entry/exit cards</b> Emergent literacy, or what goes on before reading instruction begins and transitions to the exotic world of school
3	Gaffney & Anderson's Trends in Rdg. Research; chapter 1 Pressley	<i>Guest speaker from library will help us begin search for lit review</i> <b>Entry/exit cards</b> What is a lit review? Can it actually be enjoyable to read? Why does the term Whole Language provoke such strong reactions?
4	Chapter 3 Pressley Stanovich's Matthew Effect	<b>Entry/exit cards; Reading autobiography due</b> Individual differences in reading
5	Pressley Chapter 2; Kucer Chapter 4	<b>Entry/exit cards</b> What skilled readers do; perceptual experiments
6	Pressley chapter 6 Kucer chapter 5	<b>Entry/exit cards; Reading strategy analysis due</b> Reading and comprehension processes; balanced teaching
7	Pressley chapters 5 & 7	<b>Entry/exit cards</b> Word recognition; teaching comprehension
8	Pressley chapter 8 Kucer chapter 7	<b>Entry/exit cards; Annotated bibliography due</b> Motivation; sociocultural dimensions of literacy
9	Pressley chapter 9 Kucer chapter 6	<b>Entry/exit cards</b> Major reports on reading; the writing process
10	Kucer chapters 2 & 8	Entry/exit cards; Interview with K-12 reader due Nature of language; nature of texts
11	Kucer chapters 3 & 9	Entry/exit cards; Brief group presentation on professional organization that you've joined Language variation; developmental dimensions of literacy
12	Rosenblatt's <i>Literature as Exploration</i> chapters 2 & 3	<b>Entry/exit cards; 1<sup>st</sup> half of class presents literature reviews</b> Reader-response theory
13	Kucer chapter 10	<b>Entry/exit cards; 2<sup>nd</sup> half of class presents literature reviews; written lit review due</b> Final thoughts about the dimensions of literacy

**Bibliography:**

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

Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison Wesley Longman.

Atwood, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Heinemann.

Clay, M. (1991). *Becoming literate the construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M. (1998). *By different paths to common outcomes*. York, ME: Stenhouse.

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

Goodman, K. (1996). *On reading*. Portsmouth, NH: Heinemann.

Goodman, K. (1998). *In defense of good teaching: What teachers should know about the "Reading Wars."* York, ME: Stenhouse.

Goodman, Y. M., & Marek, A.M. (1996). *Retrospective miscue analysis: Revaluing readers and reading*. Katonah, NY: Richard C. Owen.

Heath, S. B. (1983). *Ways with words*. New York: Oxford University Press.

Holdaway, D. (1979). *The foundations of literacy*. Portsmouth, NH: Heinemann.

Pressley, M., Allington, R.L., Wharton-McDonald, R., Block, C.C., & Morrow, L. M. (2001). *Learning to read: Lessons from exemplary first-grade classrooms*. New York: Guilford.

Reutzel, D. R. & Cooter, R. B. (2000). *Teaching children to read: From basals to books* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Tompkins, G. (2001). *Literacy for the 21<sup>st</sup> century a balanced approach* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Weaver, C. (2002). *Reading process and practice* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.

**Assessment rubrics:**

**Entry/exit cards (75 points)**

<b>Criteria</b>	<b>Awareness – 1 point</b>	<b>Comprehensive – 3 points</b>	<b>Proficient – 5 points</b>
Questions/ Comments	Perfunctory questions; quotes from chapter w/out explanation	Factual questions that elicit recall of reading; comments or quotes briefly explained	“Fat” questions that elicit opinions and provoke discussion; comments or quotes w/explanations connecting reading to experience
Completeness	May be missing either entry or exit question	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX	Both entry and exit questions completed

**Reading Autobiography (50 points)**

<b>Criteria</b>	<b>Awareness 20</b>	<b>Basic 30</b>	<b>Comprehensive 40</b>	<b>Proficient 50</b>
Includes events and/or influential people	Minimal information about events and/or influential people	Mentions events/people, but doesn't elaborate on influences	Influential events/people explored, but not as fully as possible	Fully explores events/people that influenced learning experiences
Connects events/people w/ beliefs about reading and learning	Minimal discussion of beliefs about reading and learning	Brief discussion of beliefs about reading & learning; connection with events & people may be unclear	Connects events & people with your beliefs about reading & learning	Clearly connects events & people with your beliefs about reading & learning
Writing has craft and flow	Choppy, uninteresting writing	Writing has some flow but no evidence of craft	Writing flows and crafting is attempted	Writing flows, is interesting and easy to read while crafting is evident
Mechanics: Writing is correct	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Unintentional error- free in grammar, spelling, and usage. Ready for publication

**Personal Reading Strategies Analysis (50 points)**

<b>Criteria</b>	<b>Awareness 20</b>	<b>Basic 30</b>	<b>Comprehensive 40</b>	<b>Proficient 50</b>
Material selected	Material was too easy, it left the writer with nothing to say	Material elicited a few strategies	Material elicited strategies	Material elicited many strategies
Writing has craft and flow	Choppy, uninteresting writing	Writing has some flow but no evidence of craft	Writing flows and crafting is attempted	Writing flows, is interesting and easy to read while crafting is evident
Mechanics: Writing is correct	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Unintentional error- free in grammar, spelling, and usage. Ready for publication

**Interview with K-12 Reader (50 points)**

<b>Criteria</b>	<b>Awareness 20</b>	<b>Basic 30</b>	<b>Comprehensive 40</b>	<b>Proficient 50</b>
Analysis	student's responses summarized rather than analyzed	Little analysis of student's responses	Student's responses are considered, but the writer is unable to connect responses to teaching/improving practice or any larger issues	Thoughtful consideration of student's responses; includes implications for teaching/improving practice
Writing has craft and flow	Choppy, uninteresting writing	Writing has some flow but no evidence of craft	Writing flows and crafting is attempted	Writing flows, is interesting and easy to read while crafting is evident
Mechanics: Writing is correct	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Unintentional error- free in grammar, spelling, and usage. Ready for publication

**Literature Review (100 points)**

<b>Criteria</b>	<b>Awareness 20</b>	<b>Basic 30</b>	<b>Comprehensive 40</b>	<b>Proficient 50</b>
Summary	Minimal			Thorough
Change through time	No attention paid to changes in thought			explained
APA format	Little attention paid to APA format	Some errors	Minimal errors	No errors in APA format
Mechanics: Writing is correct	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Unintentional error-free in grammar, spelling, and usage. Ready for publication

**Annotated Bibliography for Literature Review (25 points)**

<b>Criteria</b>	<b>Awareness – 1 point</b>	<b>Comprehensive – 3 points</b>	<b>Proficient – 5 points</b>
Sources	Very few sources	Some sources listed, but not enough for a thorough review	Thorough listing; lit review set up to be excellent
APA format	Many errors in format	Few errors in format	No errors in format; ready to publish

**Oral Presentation of Literature Review (25 points)**

<b>Criteria</b>	<b>Awareness – 19 points</b>	<b>Comprehensive – 22 points</b>	<b>Proficient – 25 points</b>
Presentation	Far under or over 10 minutes; little evidence of preparation to talk	Under or over 10 minutes; preparation to speak evident, but some stumbling/lack of confidence	Appropriate volume, clear, less than or = 10 minutes
Content	Findings don't seem important/relevant	Major findings explained	Major findings and implications clearly explained

**Loyola College in Maryland**

RS 723  
LANGUAGE DEVELOPMENT AND EMERGENT LITERACY  
Fall 2003

**Instructor:** Ellie Kaufmann  
**Office:** Beatty Hall  
**Work Phone:** (410) 617-2847  
**Home Phone:** (717) 767-4395  
**Office Hours:** Tuesdays & Thursdays, 1PM to 3PM and by appointment  
**E-mail:** ellie@loyola.edu

**Class Meeting:** Wednesdays, 4:30 – 7:00PM, Timonium campus  
**Prerequisite:** None

**Required Texts:**

Heath, S. B. (1983). *Ways with words*. Cambridge, UK: Cambridge University Press.

Robb, L. (2003). *Literacy links: Practical strategies to develop the emergent literacy at-risk children need*. Portsmouth, NH: Heinemann.

***Choice of one— students will select one of these titles to read towards the end of the semester—I'll preview them in class and you can decide which to purchase then.***

Paley, V. G. *The kindness of children.*

*The girl with the brown crayon.*

*White teacher.*

*The boy who would be a helicopter.*

*Kwanzaa and me.*

*Mollie is three.*

*Boys and girls: Superheroes in the doll corner.*

*Wally's stories.*

*You can't say you can't play.*

**Other supplies:** packet of index cards and a yellow pocket folder

**Article packet including:**

Hart, B., & Risley, T. R. (1995). The early catastrophe: The 30 million word gap by age 3.

Online at [http://www.aft.org/american\\_educator/spring2003/catastrophe.html](http://www.aft.org/american_educator/spring2003/catastrophe.html).

Retrieved 7/6/2003.

Sulzby, E., & Teale, W. (1991). Emergent literacy. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. II, pp. 727-758). Mahwah, NJ: Lawrence Erlbaum.

Yaden, D. B., Jr., Rowe, D.W., & MacGillivray, L. (2000). Emergent literacy: a matter (polyphony) of perspectives. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. III, pp. 425-454). Mahwah, NJ: Lawrence Erlbaum.

Selections from Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Paul H. Brookes Publishing.

**Course Description:**

Emergent literacy theory has replaced the concept of reading “readiness” in reading research. This course will explore the major theories of language development, cognition and learning as related to emergent literacy learners. A field experience working with an emergent literacy learner will be a central part of the course.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Understand emergent literacy & the experiences that support it	1.3, 2.2, 2.3, 2.5, 2.7, 2.14	Double-sided notes on field experience	Work with an emergent literacy learner, encourages process of reflection
Understand the interrelation of language & literacy acquisition	1.62.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1	Entry/exit cards	Formative, ongoing assessment of reactions/understandings of course material
Recognize how differences among learners influence their literacy development	2.13, 3.1, 3.2, 3.4, 3.5, 11.4	Literacy Links field trip reflection	Geographic proximity to program allows us to visit on site! Authentic experience! Reflection assignment will encourage meticulous observation
Interpret research findings related to the improvement of instruction	1.6, 2.11, 4.4, 11.5	Book critique	Participants can choose a text suited to interests/needs
Understand, respect, and value cultural, linguistic, and ethnic diversity	1.2, 1.7, 3.2, 3.4, 12.1	Group presentation on one text by Paley, whose work highlights differences among children in preK-K classes	Peer interaction essential to assignment; Written, oral and visual components must be included

### **Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Interact with an emergent literacy learner in a relaxed and effective way
2. Understand emergent literacy theory and research, especially that of Shirley Brice Heath and Laura Robb
3. Plan classroom structures and activities that will support all emergent literacy learners
4. Understand how literate environments make literacy seem “natural”
5. Understand the importance of storytelling, word play, dramatic play, and storybooks in the lives of emergent literacy learners

### **Conduct of the Course:**

Because participants have personal, practical and professional knowledge about literacy, but not necessarily experience with emergent literacy learners, the course will be interactive in nature. Discussion and small group work will be supplemented by the occasional lecture. A field experience, interacting with an emergent literacy learner, will be central to shaping participants’ understandings about the subject. We will also take a field trip to visit a Literacy Links classroom as described in Robb’s text, since Winchester, VA is not all that far away! An alternative assignment will be offered if the trip is impossible for you to make.

### **Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a yellow pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together, please, I despise paper clips.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process. Human checks are better and force you to consider your audience more.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

## **Grading:**

**Field experience: Please find a child at or between the ages of 2 and 6 to work with for the field experience. It's not extensive in terms of time, but it will be central to understanding the class concepts. Young literacy learners are charming to read about, and are often charming in person, but some experience working with them will help you understand the challenges they present. Family members are completely acceptable. Schedule 6 half hour meeting times throughout the semester with this emergent literacy learner. We'll plan possible activities during class, but reading and re-reading favorite books, dramatic play with or without toys, writing and drawing stories will be activities to focus on. If the child's parents are willing, tape or video recording your sessions will facilitate analysis.**

### **Double-sided notes on field experience (20 points each x 6 sessions = 120 points)**

Each time you meet with your emergent literacy learner, take notes in the following fashion: divide your paper into two columns, and on one side of your page write down what the child says and does. (You may have to do this from memory afterwards, if you don't tape record or video your sessions.) After the session, fill in the other column with your reactions to the session, connections to the readings, connections to your experiences with other children, questions and problems. Notes on what the child says/does can be in short, bulleted format, but I expect proper prose for your reflection column. Length will depend on what happened in your session.

### **Entry/exit cards (5 points per card, 12 classes = 70 points)**

Prior to class, on an index card, write a "fat" question, one that provokes discussion and/or elicits others' opinions about the assigned reading. If you don't have any questions, you can quote an enlightening part of the reading and succinctly state why that bit was terrific. This is your entry into class, and will help our discussion. On the other side of your card, you'll write a question or comment stimulated by the actual class as we end—your exit card.

### **Book critique (100 points)**

Any of the books listed in the bibliography are good possibilities for the critique, but I welcome your suggestions for titles. In your critique, you will briefly summarize the main points of a book, other than the class texts, that pertains to language or emergent literacy. Then offer an analysis of the content. What was particularly enlightening? Was any of it confusing? Did you make any connections with your personal or professional experience? Would you recommend it to colleagues? Why or why not?

### **Group presentation on Paley's work (100 points, and yes, each group member will get the same grade as the others)**

Each group will read one of Paley's beautifully written books. (Ones that aren't chosen by a group are fair game for a book critique.) Each group will summarize the content, read aloud several telling passages, create a visual display based on the book, and provide a handout for the group. Each group will be assigned a specific question to answer that makes sense for that particular text. For example, for *White Teacher*, I'd ask "Why was it both easy and hard for Paley to reflect on race throughout the book?"

**Total points = 390**

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

Group presentation on Paley's work

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1	During class: Read Sulzby & Teale's lit review on emergent literacy	Class assessment: experience w/emergent literacy learners; beliefs about language and literacy Topic: What is emergent literacy? <b>Exit cards due; Find an emergent literacy learner to work with for the field experience!</b>
2	Heath, Prologue, Note on transcriptions & chapter 2 Robb, Chapter 1	<b>Entry/exit cards due;</b> Topics: How do literate environments differ from community to community?  What happens to "literacy-deprived" learners in school?
3	Robb, Chapter 2 Heath, Chapter 3	<b>Entry/exit cards due; 1<sup>st</sup> double-sided notes on field experience due;</b> Topics: Robb's definition of emergent literacy; Learning to talk in a working class black community
4	Robb, Chapter 3 Heath, Chapter 4	<b>Entry/exit cards due; 2<sup>nd</sup> double-sided notes on field experience due; the rest may be handed in as complete, but by class # 12</b> Topics: Planning/organizing an emergent literacy program; being taught how to talk in a working class white community
5	Robb, Chapter 4 Hart & Risley's Early catastrophe	<b>Entry/exit cards due;</b> Topics: What children need support with school literacy? How can we reconcile Hart/Risley's findings with Heath's?
6	Robb, Chapter 5 Heath, pp. 219-235	<b>Entry/exit cards due;</b> Topics: the importance of read-alouds; styles of reading aloud, purposes of reading
7	Robb, Chapter 6 Heath, pp. 190-219	<b>Entry/exit cards due;</b> Topics: What is emergent writing? How is writing used in Heath's communities?
8	Robb, Chapter 7 Heath, pp. 149-166	<b>Entry/exit cards due; Informal presentations of book critique; written book critique due;</b> Topics: Word play & pretend play; storytelling styles

9	Robb, Chapter 8 Heath, pp. 166-189	<b>Entry/exit cards due;</b> Topics: Prepare questions for Laura Robb; school, home and community connections; more storytelling styles
10	FIELD TRIP	<i>Field trip to Literacy Links program, no evening meeting</i>
11	Robb, Chapter 9 Heath, pp. 265-287	<b>Entry/exit cards due; Reflection on Literacy Links program visit due;</b> Topics: How can we give emergent literacy learners grades and other summative assessments? Heath's lessons for teachers
12	Heath, pp. 287-314 Read your selected text by Paley	<b>Entry/exit cards due;</b> Topics: Heath's lessons for teachers; discussion/planning time for final projects
13	Read your selected text by Paley	<b>Group presentations on Vivian Gussin Paley</b>

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Slaughter, J. P. (1993). *Beyond storybooks: Young children and the shared book experience*. Newark, DE: International Reading Association.

Teale, W. H., & Sulzby, E. (1986). *Emergent literacy: Reading and writing*. Norwood, NJ: Ablex.

Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Lessons from inner-city families*. Portsmouth, NH: Heinemann.

Vukelich, C., Christie, J., & Enz, B. (2002). *Helping young children learn language and literacy*. Boston: Allyn and Bacon.

Wolf, S., & Heath, S. B. (1992). *The braid of literature: Children's worlds of reading*. Cambridge, MA: Harvard University Press.

**Assessment rubrics:**

**Entry/exit cards (5 points per card, 12 classes = 70 points)**

Criteria	Awareness – 1 point	Comprehensive – 3 points	Proficient – 5 points
Questions/Comments	Perfunctory questions; quotes from chapter w/out explanation	Factual questions that elicit recall of reading; comments or quotes briefly explained	“Fat” questions that elicit opinions and provoke discussion; comments or quotes w/explanations connecting reading to experience
Completeness	May be missing either entry or exit question	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX	Both entry and exit questions completed

**Double-sided notes on field experience:  
6 entries, 20 points = 120 total points possible**

Criteria for each entry	Basic 14 points	Comprehensive 17 points	Proficient 20 points
Summary	Identifies a few key points	Brief summaries that identify and clarify key points	Brief but thorough summaries; clearly identifies/clarifies key points
Response	Minimal response that does not consistently reflect higher level thinking	Response that consistently shows critical thinking	Responses indicate critical thinking through an integration of ideas in reading and your own ideas
Mechanics	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Book critique (100 points)**

<b>Criteria</b>	<b>Awareness 55 points</b>	<b>Basic 70 points</b>	<b>Comprehensive 85 points</b>	<b>Proficient 100 points</b>
Summary	Cursory summary; main points unclear	Summary lacks detail and organization	Thorough but concise; major ideas may be confused w/ideas of less importance	Organized, thorough but concise; major ideas highlighted
Analysis	Analysis attempted; opinion given but not supported	Analysis attempted; Little reasoning behind it	Thoughtful analysis; opinion of text given with supporting reasons	Thoughtful analysis that makes connections between ideas and personal experience; Opinion of text given with many supporting reasons
APA format	Not attempted	Attempt to use format, many errors	Almost error free	Complete adherence to format
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Reflection on trip to Literacy Links**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Summary	Haphazard in description of events	Brief outline of trip included	Fairly thorough outline	Thorough outline of trip
Detailed observations	Few observations	Some observations included	Many specific observations	Many detailed and specific observations
Reflections	Little to no reflection	Reflections that may lack depth or connection to anything else	Reflections that show your personal opinion	Reflections connect your observations w/texts, personal or professional experience
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Group Presentation on text by Vivian Gussin Paley (100 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Summary	Few parts of the text included	Most of the main parts of the text included	All main parts of the text included	All main parts of the text included, well-organized
Read aloud	Passages selected not relevant to presentation; poorly presented	Passages selected are relevant; little preparation for presentation evident	Relevant, well-read passages	Relevant passages, presentation so well-read that it aids understanding
Focus question and answer	Question not addressed	Question addressed but not in depth	Question addressed with attention to various group members' points of view	Question addressed, fully explored w/attention to various group members' points of view
Content of visual display and handouts	Content does not match presentation; sloppy visual display that adds nothing to understanding of topic	Content matches presentation; adequate visual display	Content matches presentation; attractive visual display	Content matches presentation; visual display is attractive and aids understanding of major points
Mechanics- Handouts and visual display	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

## Loyola College in Maryland

RS 600

### RESEARCH FOR READING PROFESSIONALS

**Instructor:** Wendy M. Smith, Ph.D.  
**Office:** Beatty 107  
**Work Phone:** (410) 617-2194  
**Home Phone:** (410) 426-2436  
**Office Hours:** Tuesday and Thursday 2:00-3:00, or by appointment  
**E-mail:** wmsmith@loyola.edu

**Class Meeting:**

**Prerequisites:** Block 1

#### **Required Texts:**

Cochran-Smith, M. and Lytle, S. L. (1993). *Inside, outside: Teacher research and knowledge*. New York: Teachers College, Columbia University.

Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice Hall.

#### **Course Description:**

Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, becoming a reflexive practitioner, analyzing data collected, and sharing with an audience. Lectures, demonstrations, and hands-on activities comprise the body of the course procedures. Emphasizes reflective practice and group work to enable students to become novice researchers in the area of action research in language arts.

#### **Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Understand the major theories of language development, cognition and learning	1.6	Interpretation of research	Responses to questions
Be familiar with past and present literacy leaders and their contributions to the knowledge base as well as relevant reading research and how it has influenced literacy education	2.10	Literature review	Literature review
	2.11	Literature review	Literature review

Interpret research findings and communicate these to colleagues	11.5	Comparing Journals Interpretation of research	Venn diagram & summary Response to questions
Apply research that is teacher and classroom based while using a wide range of methodologies	14.1, 14.2, 14.3	Project proposal Project plan Literature review	Project proposal Project plan Final literature review
Pursue knowledge of literacy through reading professional journals, participating in conferences and reflecting on one's practice as a language arts teacher.	16.1 16.2 16.3	Literature review Reflexivity Journal Project proposal	Final literature review Reflexivity Journal Project proposal

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Understand the major theories of language development, cognition and learning
2. Be familiar with past and present literacy leaders and their contributions to the knowledge base as well as relevant reading research and how it has influenced literacy education
3. Interpret research findings and communicate these to colleagues
4. Apply research that is teacher and classroom based while using a wide range of methodologies
5. Pursue knowledge of literacy through reading professional journals, participating in conferences and reflecting on one's practice as a language arts teacher.

**Conduct of the Course:**

This course is designed to involve students in all aspects of action research. We will be involved in class discussions, both large and small group, lectures, demonstrations, mini-lessons, practice sessions and group presentations by class members. A variety of instructional strategies, including technology, will be used by both the instructor and the students in our pursuit of the instructional objectives and outcomes.

**Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.

3. Submit and keep all graded work in a red pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1½ margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

### **Grading:**

#### **Comparing journals (50 points)**

Being a researcher does not mean just finding a question, examining the question, and obtaining results. Being a researcher also means knowing how to find and interpret research that has been completed, written up and published. This assignment will give you the opportunity to find relevant research articles from two sources: research oriented journals and practitioner oriented journals.

To complete this assignment, follow these steps:

1. Choose a topic in literacy education that holds some interest for you. This topic may ultimately be the same topic that you pursue in your research project, but as you conduct further research in this class and others, your area of interest may change drastically. In choosing a topic right now, don't feel that you are locking yourself into a long-term relationship with this topic.
2. Using strategies learned in class, locate and obtain copies of two journal articles that address the topic you have chosen. One article should be from a research oriented journal (Examples of research oriented journals in education are: *Reading Research Quarterly*, published by the IRA, and *Journal for Research in Childhood Education*); one article should be from a practitioner oriented journal (Examples of practitioner oriented journals in education are: *The Reading Teacher*, published by the IRA and *Music Educator's Journal*).
3. Read both articles that you have obtained and write a brief summary of both of these articles. In reading these articles, you should focus on the question being asked by the researcher, the methodology used in trying to answer the question and the results (was the question answered?). The summary should be less than one page for each article.
4. Using a piece of poster board, or large piece of butcher-block paper, create a Venn Diagram that compares the information you have obtained from both of these articles. For example, if you have found two articles on phonemic awareness, both articles may tell you that early phonemic awareness is connected to reading success in later grades. This information would go in the center of your

diagram. One article may emphasize certain phonemic awareness activities that you can do with children in your classroom, while the other may emphasize the gains in reading scores that children make when they are given time in classrooms to practice phonemic awareness skills. These pieces of information would go on either side of the diagram.

Bring both your article summaries and your Venn Diagram to class. We will share our Venn Diagrams in small groups and then as a whole class discuss the differences/similarities between research oriented and practitioner oriented journals.

### **Interpretation of research (50 points)**

In educational research, there are two main types of research paradigms. Quantitative research is the more traditional approach to educational research and seeks to explain the causes of changes primarily through objective measurement and quantitative analysis. This involves working with some type of instrument that measures certain constructs in education. Qualitative research is more concerned with understanding social phenomenon from the individuals' perspectives. The quantitative researcher typically employs experimental or correlational designs to reduce error and maximize experimental control. The qualitative researcher however seeks to reveal how participants make meaning of their condition and often finds him/herself immersed in the phenomenon of interest. In quantitative research, the researchers design a study that can be analyzed using statistical methods.

For a variety of reasons, educational researchers are turning more and more to qualitative research methods. Within the subset of qualitative research, there are many different kinds of research, including ethnographic research, case studies, and grounded theory research.

If you are seeking to find the difference in test scores over time, when various interventions are tried, you may choose to use a quantitative design. On the other hand, if you wish to determine what influences children to become readers, a pre and post test design would not necessarily answer your question. In this case, a well designed qualitative project would provide answers through interviews and observations.

In your search for articles, you will encounter both types of research, thus, it is important, as a researcher, that you are able to interpret both quantitative and qualitative research studies. In this exercise, you will be asked to read and respond two articles. Both articles address the topic of theories of language development, cognition, and learning. One is a quantitative research article and the other is a qualitative research article.

To complete this assignment, follow these steps:

1. Read both articles thoroughly.
2. For each article, answer the following questions:
  - a. What large question did this article address? Was the question answered to your satisfaction?

- b. What was confusing to you about this article? What parts were difficult for you to interpret?
  - c. What information do you need to be able to read this article with more understanding?
  - d. How was the article organized?
3. Each article has a list of references at the end. These references are all referred to in the body of the article. Choose one of these references to find on your own and bring it to class with your completed assignment.

### **Reflexivity journal (100 points)**

Learning to value reflexivity as a research skill

What it means to use yourself as an instrument of research

- The product of my investigation (description and interpretation) is only as trustworthy, credible, and authentic as my research design.
- Interview data are only as good as my questions, my analytic method
- Observation data are only as good as what I see, my analytic method (When we conduct action research in our own classrooms, it often becomes difficult to separate ourselves from the research. In all research there will be a certain amount of researcher bias. In this exercise, we will all learn how to recognize our own biases, and how to acknowledge these biases and work around them.)

Defining reflexivity

- My ongoing engagement with the research question, the research methods and methodology.
- My developing understandings and analyses—a work in progress.
- A written record of my motives, what I notice about myself and my strategies during observations and interviews.
- Reflexivity reveals my role in the study, my places(s) on the participant-observation continuum.
- Reflexivity is the way I connect my thoughts and feelings to my theoretical base(s), i.e. the literature review.
- Reflexivity is recursive (back and forth) not necessarily linear.
- Reflexivity nudges me beyond description into interpretation.
- Reflexivity is merciless self-criticism: I tell all, come clean, acknowledge my biases, expect to have biases, look for them. I am clear about my stake in the research. I should feel uncomfortable and uneasy once in a while, a healthy indicator that I am being reflexive.
- Reflexivity is being methodical about thoughtfulness and reflection, i.e., keeping a reflexive journal, writing about interviews and observations before they're forgotten.
- It's when I'm working at being metacognitive.
- It's when I'm being honest.
- It's when I'm consciously looking for and keeping track of ahas, connections, really big ideas.

- It's one of my data sources; just like interviews are a data source and observations are a data source.
- It's a purposeful and methodological conversation with my research self.
- It's a specific notebook (or computer data file) in which I record hunches, worries, concerns, my developing insights, analyses, and interpretations.
- The reflexive journal might contain the personal, potentially tough information that may never see the light of (published) day but is crucial for me to bring to my own consciousness. The privacy of my reflexive journal makes it different from field notes which may be more of a public record.

### Your reflexivity journal

As you begin to think about your project, and search out sources and data collection ideas, you will be reflecting about the whole process. Throughout the semester you will keep a reflexivity journal, writing down all thoughts you have on this project. This can be done in a notebook, or electronically, whichever works best for you.

At some point in the semester you will share all or part of your journal with a critical friend. This critical friend can be a fellow classmate, a colleague at work, or someone else who will be willing to spend some time reading and critiquing your work. Prior to sharing your journal, you will make a determination as to what kind of feedback you want from your critical friend. (Different types of feedback will be discussed in class.) When you share your journal, you will clearly state for your critical friend what kind of feedback you would like. This feedback and your reaction to it will become a part of your reflexivity journal.

The class will develop a rubric to be used for a self-evaluation of this reflexivity journal. The guidelines listed above will be used as the basis for this rubric. You will be required to evaluate your reflexivity journal using the class-developed rubric. You will then write one final piece to be placed in your reflexivity journal in which you will react to the evaluation of the journal. In this final piece you will answer the following questions:

1. How comfortable were you in completing this form of self-evaluation? Explain your level of comfort or discomfort.
2. What were two of your most important ahas throughout this whole process?
3. What did you learn about yourself as a reflective person?
4. Why do you think it is always important to have a reflexivity journal as a data source?

### **Project proposal (50 points)**

Over the course of RS 600 and RS 759, you will conceive a research question, write a lit review, collect data for the research, interpret the data and write a final paper that answers the research question. This work will take place within the two classes listed above, with the data collection being carried out while you are taking other courses in the Reading Specialist Master's Program.

This is your first attempt to choose a research question. This question may change over the course of time, so do not feel that what you choose today will be the final question that you pursue over the next several semesters. If and when your question changes, you will have the tools to make the necessary adjustments in your work.

In choosing your focus right now for your action research paper, you will need to keep the following criteria in mind:

- Choose a topic of study that can lead to an action research plan (keep our class discussion in mind)
- Choose a topic that is of significance and interesting to you
- Choose a topic that will help you to become a better teacher in the area of reading
- Choose a topic that you can realistically pursue in your current setting.

We will discuss the proposed projects in class. You will have the opportunity to make changes and adaptations, if necessary. Please include the following points in your project description.

1. Describe a topic that you have chosen for your action research project. Describe any connections there are to your school's improvement plan. Describe how this project fits with one or more types of teacher research as described by Cochran-Smith and Lytle in chapter two of our text.
2. Describe the process you went through to construct this question (examining goals and beliefs, mentally reviewing educational theory and research, considering your school improvement plan, observing, etc.) and state assumptions you are making about schooling, learning or teaching. In other words, what are the practical theories that underlie your research question?
3. Explain your reasons for choosing this particular research focus (what implicit or explicit criteria are you using?). Why is this research focus important to you as an individual?
4. Formulate your topic as a researchable question. For examples of research questions for action research, see page 42 in the Mills textbook.

### **Project plan (100 points)**

Now that you have had an opportunity to adapt and modify your research question, you are ready to move forward with a project plan. Your project plan will include the following elements:

- Area of focus statement\*
- Research questions\*
- Description of type of research you plan to undertake (refer to Cochran-Smith and Lytle, Chapter 2)\*
- Intervention you plan to make
- Description of participants and setting

- Timeline
- List of ethical issues you have considered and how you plan to handle these issues within your project
- Negotiations that need to be undertaken
- Data collection ideas (observations, audio taping, interviews, questionnaires, journals, etc.)
- Description of how data gathering approaches will help to address your questions, solve problems and accomplish your goal?
- Identification of an audience
  - To whom will you present information about the project once it is complete?
  - How will this information be presented?

\* Items that have been completed previously, but are simply repeated here.

### **Literature review (150 points)**

Using your research question as a focal point, you will conduct a literature review of current literature (sources mostly within the last five years), as well as historical literature that pertains to your topic (older sources that are historically relevant). Within this literature review, you should include sources from general education, psychology, special education, and speech and language that are relevant to your research topic. In conducting this lit review, you will need to find a number of articles and/or books that are closely related to your research topic (should have between fifteen and twenty references).

In your search of the literature, you are looking for three things:

1. What is already known about this topic?
2. What has been researched recently, adding to the body of knowledge about this topic?
3. What important questions are still waiting to be asked?

In searching out these answers, you may find that this is a good time to modify or adapt your research question.

In addition to finding articles/books that define your chosen topic, you will also need to find references that support the type of research you have chosen to pursue. If you are examining a question that leads you to interview your students in a fifth grade classroom, you may want to consider using I. E. Seidman's book, *Interviewing as qualitative research: A guide for Researchers in Education and the Social Sciences*, published in 1998.

You will have a section in your lit review that describes the method of qualitative research you have chosen to undertake and this section will contain several references (minimum of three).

Your lit review will consist of a narrative that summarizes what you have learned about your topic from the current literature. You will not summarize individual books or articles, but will compile all of this information into a meaningful discussion of your topic, using the articles and books you have found as references to back up the statements you are making.

You will turn the lit review in as a rough draft and then as a final copy.

The rough draft and the final copy will both be evaluated using the same rubric. The grade given for the rough draft will not count toward your class grade, but will be used to help you improve your work for the final copy.

As is true with all of the assignments for this class, this literature review, once done, does not confine you to this topic in your research project. If you decide to modify or completely change your topic at some point, you will need to change or modify the lit review to reflect the new topic. Once you have successfully completed this process, you will have the tools to make the necessary changes.

**Total points possible = 500 points**

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

## TENTATIVE COURSE SCHEDULE

Class	Reading to complete BEFORE CLASS	Class topic/Assignment due
1		Introductions and explore the syllabus Presentation from librarian: how to find current articles and books within your topic Introduction of Comparing journals assignment
2	Mills chapter 1	Introduction to research, compare action research with both quantitative research and qualitative research, rationale for action research; brainstorm topic ideas Introduction of Interpretation of research assignment
3	Cochran-Smith and Lytle Part 1	Review first assignment; discuss criteria for the project proposal, <b>COMPARING JOURNALS</b>
4	Articles given out in second class session	Discuss interpretation of qualitative and quantitative research; how are the questions different in these types of research? <b>INTERPRETATION OF RESEARCH</b>
5	C-S and L chapter 6	Introduction of reflexivity journal; Time to meet with instructor in small groups
6	Mills Chapter 2	Introduce critical friends; introduce well-intentioned mistake; pulling the plans together, <b>PROJECT PROPOSAL</b>
7	Mills Chapter 4	Considering validity, reliability, generalizability, and triangulation; ethics in research, what should you consider in writing the plan? Small group work to finalize plans
8	Articles and chapters to be given to the students (Bogdan and Biklen; Gitlin; Wolcott)	Finding resources for methodologies; who says what and how does this fit in the lit review?  <b>PROJECT PLAN</b>
9	Mills chapter 3	Data gathering techniques: Practice observation techniques (Students will be given classroom assignment to be completed prior to class)
10	C-S and L Chapter 7	Data gathering techniques: Practice interviewing (Students will be given classroom assignment to be completed prior to class)
11	Mills chapter 6	Data gathering techniques: Practice writing surveys <b>ROUGH DRAFT OF LIT REVIEW</b>

12	C-S and L Chapters 8 and 9	Return to the reflexivity journal and well-intentioned mistake; share mistakes made to this point; discuss the importance of the reflexivity journal as a data source REFLEXIVITY JOURNAL
13		Time for sharing; each student will present on his/her question, what has been learned thus far and how the project will be carried out LIT REVIEW

**Bibliography:**

- Bogdan, R. C. & Biklen, S. K. (1998). *Qualitative research for education, third edition*. Boston: Allyn and Bacon.
- Fine, G. A & Sandstrom, K. L. (1988). *Knowing children; Participant observation with minors*. Newbury Park, CA: Sage.
- Gitlin, A., Bringhurst, K., Burns, M., Cooley, V., Myers, B., Price, K., Russell, R., and Tiess, P. (1992). *Teachers' voices for school change*. New York: Teachers College, Columbia University.
- Glesne, C. & Peshkin, A. (1992). *Becoming qualitative researchers*. New York: Longman.
- Graue, M. E. & Walsh, D. J. (1995). Children in context: interpreting the here and now of children's lives. In Hatch, J. A. (Ed.) *Qualitative research in early childhood settings*. Westport, CT: Praeger.
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- Lofland, J. & Lofland, L. H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. Boston: Wadsworth Publishing Company.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Spindler, G. (1982). *Doing the ethnography of schooling*. New York: Holt, Rinehart and Winston.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, CA: Sage Publications

**Assessment rubrics:**

**Comparing Journals (50 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Appropriateness of articles chosen 10 points	Articles are from magazines for educators; magazines are not oriented either to practitioners or researchers 0-5 points	Articles are from journals that are not peer reviewed; only research oriented or practitioner oriented journals are represented 6-7 points	Articles are from recognized peer reviewed journals; only research oriented or practitioner oriented journals are represented 8-9 points	Articles are from recognized peer reviewed journals; both research oriented and practitioner oriented journals are represented 10 points
Questions addressed in summary 20 points	Summary is poorly written with no cohesive attempt to identify research question, methodology or results 0-11 points	Summary shows that the student has a difficult time identifying research question, methodology or results 12-15 points	Summary reflects student's knowledge of research questions, methodology or results 16-19 points	Summary reflects student's knowledge of research questions, methodology and results; writing is fluent 20 points
Venn Diagram 10 points	Graphic representation is poorly done; student's understanding of the two articles is difficult to ascertain 0-5 points	Graphic representation is not neatly presented; student has less than a clear understanding of the similarities and differences in the two articles read 6-7 points	Graphic representation is presented neatly; student has some understanding of the similarities and differences in the two articles read. 8-9 points	Graphic representation is presented neatly; student has a clear understanding of and identifies key similarities and differences in the two articles read 10 points
Mechanics 10 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-5 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work 6-7 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work 8-9 points	Error- free in grammar, spelling, and usage. Ready for publication 10 points

**Interpretation of Research (50 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Appropriateness of articles chosen 10 points	Articles are from magazines for educators; articles represent neither qualitative nor quantitative research 0-5 points	Articles are from journals that are not peer reviewed; only qualitative or quantitative research is represented 6-7 points	Articles are from recognized peer reviewed journals; only qualitative or quantitative research is represented 8-9 points	Articles are from recognized peer reviewed journals; both qualitative and quantitative research are represented 10 points
Questions addressed in thoughtful way 20 points	Answers to questions are poorly written with no cohesive attempt address the ideas behind the questions 0-11 points	Some questions are answered with thought and insight; Student's grasp of research is not readily evident 12-15 points	Each question is answered with thought and insight; Student's grasp of research is evident through identification of some key points and issues 16-19 points	Each question is answered with thought and insight; Student's grasp of research is evident through identification of many key points and issues 20 points
Assignment is complete with secondary research 10 points	Secondary research article is not turned in with assignment 0 points			Secondary research article is turned in with assignment 10 points
Mechanics 10 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-5 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  6-7 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  8-9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

**Project Proposal (50 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Topic chosen with thought 20 points	Topic description is poorly written, disjointed and difficult to understand; most of the items listed in proficient are addressed in a superficial manner  0-11 points	Topic description is missing an item listed in proficient; or more than two areas are addressed in a superficial manner  12-15 points	Topic description includes all of items listed in proficient, but one or two areas are addressed in a superficial manner  16-19 points	Description of topic is thorough and includes: *references to school improvement plan; *reference to type of research; process of thought used in choosing topic; * assumptions you are making; *importance of this topic to you as an individual *fluent writing 20 points
Topic chosen is a researchable question 20 points	It is not clear that this topic includes a question that student can address in the context of his/her present situation; and question does not follow closely those discussed in the class texts  0-11 points	It is not clear that this topic includes a question that student can address in the context of his/her present situation; or question does not follow closely those discussed in the class texts  12-15 points	A case is made that this topic includes a researchable question that student can address in the context of his/her present situation, but it could use some clarification; question follows closely those discussed in the class texts 16-19 points	A case is clearly made that this topic includes a researchable question that student can address in the context of his/her present situation; question follows closely those discussed in the class texts  20 points
Mechanics 10 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-5 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  6-7 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  8-9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

**Project Plan (100 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Completeness of the plan 20 points	More than two parts of the plan are not addressed 0-15 points	Two parts of the plan are not addressed 12-15 points	One part of the plan is not addressed 16-19 points	All parts of the plan are present 20 points
Thoroughness of plan 60 points	The plan is not thoughtfully written; several parts are incomplete or written in a superficial manner 0-35 points	More than two parts of the plan are discussed in a superficial way 36-47 points	One or two parts of the plan are less thoroughly discussed 48-59 points	Each part of the plan is thoroughly discussed, showing a high level of insight and thought on the part of the student 60 points
Feasibility of plan 10 points	It is clear that this plan can not be carried out in a setting currently available to student 0-5 points	It is unclear whether this plan can be carried out in a setting currently available to student 6-7 points	Case is made that this plan can be carried out in a setting currently available to student 8-9 points	Case is clearly made that this plan can be carried out in a reasonable period of time in a setting currently available to student 10 points
Mechanics 10 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-5 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work 6-7 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work 8-9 points	Error- free in grammar, spelling, and usage. Ready for publication 10 points

**Literature review (150 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
References are appropriate and well chosen 50 points	A significant number of references are not current research or not published in peer reviewed journals; and fewer than 15 references or fewer than three on methodology 0-29 points	More than two references do not meet the standards outlined in proficient; or fewer than 15 references or fewer than three on methodology 30-39 points	One or two references do not meet the standards outlined in proficient; a total of 15 –20 references with a minimum of 3 references on methodology 40-49 points	References are relevant current research published in peer reviewed journals and reputable books; a total of 15 –20 references with a minimum of 3 references on methodology 50 points
Summary of what is currently known on topic is cohesive 50 points	Summary is poorly written with no cohesive attempt to draw the topic out in a holistic manner 0-29 points	Summary shows that the student has a difficult time viewing the research as a whole, but summarizes separate articles and books 0-39 points	Summary reflects student’s knowledge of topic, but lacks a high level of cohesiveness 40-49 points	Summary reflects student’s knowledge of topic in a cohesive format; content of articles and books is synthesized; writing is fluent 50 points
Self as a reflective practitioner is included within the body of the literature review 40 points	No mention is made of self as reflective practitioner 0-23 points	Writing alludes to self as a reflective practitioner, but is unclear if the student understands what this means 24-31 points	Writing includes reflections of self as a reflective practitioner, but some clarity is lacking 32-39 points	Writing clearly includes reflections of self as a reflective practitioner; this can include, but is not limited to, thoughts on approaching topic and using self as a research instrument 40 points
Mechanics 10 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-5 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work 6-7 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work 8-9 points	Error- free in grammar, spelling, and usage. Ready for publication 10 points

## Loyola College in Maryland

RS 731  
LANGUAGE ARTS: THEORY AND INSTRUCTION  
Fall 2003

**Instructor:** Wendy M. Smith, Ph.D.  
**Office:** Beatty 107  
**Work Phone:** (410) 617-2194  
**Home Phone:** (410) 426-2436  
**Office Hours:** Tuesday and Thursday 2:00-3:00, or by appointment  
**E-mail:** wmsmith@loyola.edu

**Class Meeting:** Monday, 4:00-6:30  
**Prerequisites:** Block 1

### **Required Texts:**

Farris, J. (2001). *Process, product and assessment, third edition*. Columbus, OH: McGraw-Hill.  
Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.

### **Required Articles:**

International Reading Association. (2000). *Excellent reading teachers: A position statement of the International Reading Association*. Newark, DE: Author.  
National Association of Educators of Young Children. (1996). *NAEYC Position statement: Responding to linguistic and cultural diversity-recommendations for effective early childhood education*. Washington, DC: Author.

### **Course Description:**

Investigates best practice in language arts instruction in the areas of writing, comprehension, technology, integrated instruction, and vocabulary, spelling and word study. Lectures, demonstrations, and hands-on practice comprise the body of the course procedures. Emphasizes instructional techniques and reflective practice in order to enable students to become exemplary teachers in the area of language arts.

**Alignment with professional standards:**

Course objectives/ outcomes At the end of the class student will be able to:	IRA standards	Assignments	Performance- based assessments
Design and Implement a language arts program in hi/her classroom that incorporates reading, writing, listening, speaking, viewing and representing visually;	1.2 and 3.2	Reading journal	Class notebook
	1.4	Reading journal	Class notebook
	2.5	Lessons	Class notebook
	2.6	Lessons, Comprehension demonstrations	Class notebook
	2.9	Article and software eval.	Class notebook
	2.11	Article and software eval.	Article reading and software eval.
	2.13	Comprehension demonstrations	Class notebook
	5.8	Reading journal	Class notebook
	11.1	Reading journal	Class notebook
	11.3	Reading journal	Class notebook
12.4	Article and software eval.	Class notebook	
Organize a classroom for language arts instruction;	2.14	Lessons	Lesson plan rubric
	5.1	Reading Journal	Class Notebook
	5.2	Lessons	Class Notebook
	5.3	Class notebook Writer's wkshp.	Class notebook
	5.4 12.2	Reading journal Lessons	Class Notebook Lesson plan rubric

Integrate language arts instruction with all other content areas;	5.6 13.5	Lessons	Class Notebook Lesson plan rubric
Effectively teach writing skills;	9.1  9.2 9.3	Writing workshop assignment Lessons Writing workshop assignment	Writing workshop assignment Lesson plan rubric
Use technology effectively as a teaching strategy as well as a resource;	5.7  8.1	Lessons, Article and software eval. Article and software eval.	Lesson Plan Rubric  Class Notebook
Understand the metacognitive processes that occur during comprehension in his/her own reading, as well as the reading of his/her students;	7.1 7.2 7.3 7.4 7.5 7.6 16.6	Comprehension demonstrations	Comprehension demonstration rubric; Class notebook
And effectively teach vocabulary, word development and spelling.	3.3 6.1 6.2 6.3 6.4 6.5 6.6	Lessons Reading journal Article reading and software eval.	Lesson plan rubric and Class notebook

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Design and Implement a language arts program in his/her classroom that incorporates reading, writing, listening, speaking, viewing and representing visually;
2. Organize a classroom for language arts instruction;
3. Integrate language arts instruction with all other content areas;
4. Effectively teach writing skills;
5. Use technology effectively as a teaching strategy as well as a resource;
6. Understand the metacognitive processes that occur during comprehension in his/her own reading, as well as the reading of his/her students;
7. And effectively teach vocabulary, word development and spelling.

### **Conduct of the Course:**

This course is designed to involve students in all aspects of learning. We will be involved in class discussions, both large and small group, lectures, demonstrations, mini-lessons, and group presentations by class members. A variety of instructional strategies, including technology, will be used by both the instructor and the students in our pursuit of the instructional objectives and outcomes. Students are expected to:

### **Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a green pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1" margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!) Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late, unless previous arrangements are made with the instructor.

### **What you can expect from the instructor:**

1. I will try to read and react to your work, not just as a teacher but also as a colleague. I will try to return your work promptly.
2. I try to honor class sessions and meeting times, including scheduled phone conferences. I usually respond immediately to email as this medium is the best way to reach me and receive quick responses to logistical and other substantive concerns. Try to use email to communicate if that works for you.
3. It is the policy of Loyola College in Maryland to provide accommodations to any student with a documented disability. If you have a need for accommodations in this course, please contact Disability Support Services at 410.617-2141.

### **Grading:**

#### **Class Notebook (100 points)**

This project will be your cumulative assignment for this semester. There are several different sections within this project. Some work will be turned in throughout the semester, and some will be kept until the end of the semester. Each portion of the project will be explained in class as we approach the due date for that part of the project.

The purpose of the collection of artifacts from other assignments is to give you an opportunity to view this class holistically. All of the objectives and assignments are

designed to improve your overall ability and knowledge in the area of literacy instruction. In this way, all of the different units of the class will come together in the end to enable you to see this improvement in yourself.

For your class notebook project you will collect the following pieces of work:

1. Lesson drafts developed by your peers, along with your comments and critiques. Collect three of these lessons, one for each of the lesson topics.
2. Your five responses to the Comprehension Demonstrations that were presented in class  
Save your responses to the demonstrations presented by your own group and those presented by your peers.
3. Your article synopses, reflections, and software evaluations
3. Your reading journal
4. Your original writing from the beginning of the semester, in which you described yourself and your knowledge and abilities in the five major topic areas from this class.

For each of the first four items listed above, you will need to write a final reflection that answers the following questions:

1. What did I learn from this assignment?
2. Was I able to meet the outcomes as stated in the syllabus for each of these assignments? Be specific in your answer. If the answer is yes, how was the outcome met? If the answer is no, why do you think the outcome was not met?
3. In what ways did my peers contribute to my learning in this assignment?

For the item number five, you will need to answer the following questions:

1. Rate again your knowledge and skill level for the five topics of this class. Has this rating changed? Why or why not?
2. Addressing each of the topic areas, what have you learned from this class that will help you to be a stronger teacher in the area of language arts?

For the class overall, respond to the following questions:

1. What do you now know about the interrelation of reading, writing, listening, and speaking?
2. How has this class helped you to understand that children need opportunities to learn through reading, writing, listening, speaking, viewing and representing visually?
3. In what ways do you see yourself modeling reading and writing as valuable lifelong activities?

This project will be assessed using the rubric found at the end of this syllabus.

### **Individual lessons (3 lessons x 30 points each = 90 points)**

Over the course of this semester, you will design and teach three lessons, one each in the areas of spelling, writing, and vocabulary in the content areas. The vocabulary lesson

should demonstrate that you are able to integrate language arts instruction with other subject areas. One lesson should also demonstrate that you are able to use technology in teaching a language arts lesson. These lessons will be brought to class as a rough draft the Monday before you plan to teach the lesson. The Monday after the lesson has been taught, bring the revised lesson plan to class along with a reflection of the lesson.

#### Lesson Reflection:

Once the lesson is taught, you will need to write a lesson reflection. In the reflection you will address the following areas:

- Management
  - Timing
  - Engagement of the students
- Assessment
  - Knowledge gained by students, how do you know they learned?
  - Knowledge gained by teacher
- Planning
  - What went well?
  - What would you change?

When lesson plans and reflections are due, you should turn in the following pieces:

- Original draft of the lesson
- At least two copies of your draft with critiques made by your peers
- Final copy of the lesson
- Your reflection of the lesson

#### Comprehension Demonstrations (50 points)

This is a group project. Time will be given in class to develop these demonstrations, but you may need to spend time outside of class to perfect them before your presentation in class. By being creative and using electronic communications, you can work together as a group without having to physically meet together. You will be able to conduct real-time chat sessions via the Blackboard that is set up for this class. If you have never participated in a chat room through Blackboard, class time will be used to demonstrate this process.

The purpose of these demonstrations is to give the class as a whole an opportunity to see and react to a number of different comprehension strategies. In order for you to receive the full benefit of each demonstration, you will be asked to actively participate in the activity and then respond both in discussion and written form.

Each group will choose one of the following comprehension strategies to demonstrate to the class. This choice will be made on the second class date and demonstrations will start on the fourth class date, with one strategy being demonstrated each subsequent week.

Using a piece of literature appropriate for a grade level of your choice:

1. Model a personal response using a specific strategy (i.e. respond with a drawing, a visualization, or in some method that is not dependent on words). Give the

- students in class an opportunity to respond to a second piece of literature in a personal way.
2. Model questioning strategies and have the students in class develop appropriate questions for a second piece of literature.
  3. Conduct a think aloud to show text-to-self connections and text-to-text connections. Give students in class an opportunity to make these connections with a second piece of literature.
  4. Conduct a think aloud to demonstrate self-monitoring of comprehension. In pairs, have students read a text aloud, practicing the use of these self-monitoring strategies. (For this demonstration, it would be good to use a text that is written at a college reading level or above, to make the self-monitoring more realistic.)
  5. Demonstrate how text of various genres can be approached to gain maximum understanding. Provide each group with a different genre of text and give the students an opportunity to de-contextualize the example and share what they have learned with the other groups.

After each demonstration, all class members will respond to the demonstration by answering the following questions:

1. What did you learn about comprehension from the demonstration?
2. How would this work in the classroom you are in right now? (If you are not currently teaching, pick one grade level and respond each time as if you were teaching that grade level).
3. How does this strategy relate to what you already know about the metacognitive processes that occur during comprehension?
4. For you personally, which of these comprehension strategies works best with your particular learning style?

### **Article reading and software evaluation (80 points)**

Over the course of this semester, you will work within a group to locate and read a total of five articles published in reading journals (not magazines for teachers). Once you have read these articles, you will write a brief synopsis of the article as well as a personal response to the article. Each group will also locate and evaluate three software programs designed for teaching reading, writing, listening or speaking skills.

The purpose of this assignment is to give you an opportunity to delve into the wide world of literacy research as well as current teaching tools available. This assignment also allows you to explore a variety of current topics both through your own reading and through the reading completed by your peers. These article reflections and software evaluations will become a part of your Class Notebook.

Each group will find one article on each of the following five topics:

1. Factors in school that influence student learning (special programs like Success for All, Reading Recovery, etc., or practices like grouping, assessment strategies, etc.)
2. Teaching of phonics in a meaning based structure
3. Strategies for using context clues to identify words and their meanings
4. Effective spelling instruction

5. Strategies for using onsets and rimes to learn to read and spell

The software programs will be evaluated by addressing the following areas:

1. Age and interest level of this piece of software.
2. The objectives the software claims to teach.
3. Your evaluation of this program: Does it do what it claims to do? Is it interesting enough to keep children engaged? Does it go beyond “workbook on computer” and if so, in what ways? Would you recommend this program to future teachers?

Class time will be allowed for you to meet with your group and discuss each article and software program. Each group will also post an annotated bibliography of articles and software on the class Blackboard. Each group will determine who within the group will be responsible for writing each annotation, keeping in mind an equitable distribution of work.

**Reading Journal (50 points)**

Over the course of this semester, you will be writing in a systematic way on your own learning in the area of teaching language arts. Each week, you will be given one question to respond to. [Questions found at the end of this document] In addition to answering the specific question, you will need to reflect on what you have learned from the reading, class activities and class discussions. Because this is personal writing, the writing style, grammar, spelling, etc. will not be considered in the grading of the journal. At the end of the semester you will turn in this reading journal as part of the Class Notebook.

**Writing workshop assignment (30 points)**

Over the course of three weeks, we will simulate a writer’s workshop as may be found in an elementary or secondary classroom. You will be responsible, within your writing group, for devising planning strategies for various styles of writing.

The purpose of this assignment is to give you an opportunity to analyze and try out a variety of strategies for teaching children to write particular kinds of genres.

Each group must include strategies for the following genres:

1. Narrative
2. Informative
3. Expository
4. Technical
5. Essay

Each group will also choose one of the writing assignments to be completed in class. For example, if your group chooses to complete the assignment for expository writing, each member in the group will complete a piece of expository writing, according to the strategy devised by the group. At the end of the writing workshop time, group members will share their writing with each other, allowing opportunities to conference with one another and revise the writing.

During class, the group member responsible for a particular genre will present a planning strategy to the group members. The group will spend time in class discussing a variety of other planning strategies that could be used for that particular genre. As a group, you will keep a record of strategies devised for each genre of writing. This record will be posted on the class Blackboard to give others in the class a chance to read and compare strategies.

**Total points 400 points**

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

There is no final exam in this class. The class notebook will serve as a final.

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to Complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1		Introductions, review syllabus, form groups; begin with background information, what is literacy? Goals for class, what do you want to learn? <b>REFLECTIVE WRITING ABOUT SELF AS A TEACHER</b>
2	Farris, Chapters 1 and 2 NAEYC Position Statement	Aspects of literacy in a classroom, how to communicate results of assessments to children and parents. Who are the teachers? Who are the children? Organizing language arts, daily, weekly and yearly schedules. Comprehension; Metacognitive theory, examples and discussion; begin working on comprehension demonstrations
3	Tovani, Chapters 1-5 Farris, chapter 12	Comprehension: how to respond to text; continue work on comprehension demonstrations; Group meeting for outside reading assignments.

4	Tovani, Chapters 6-9	Writing workshop, introduction of concept and writing time; begin group work on writing workshop assignment GROUP 1'S COMPREHENSION DEMONSTRATION
5	Farris, Chapter 8	Writing workshop, introduce mini-lessons and writing time; lesson draft discussion; writing workshop group assignment; Group meeting for outside reading assignments DRAFT LESSON FOR WRITING LESSON GROUP 2'S COMPREHENSION DEMONSTRATION ARTICLE REFLECTION #1
6	Farris, Chapter 9	Writing workshop; writing time and discussion; bringing students to publication; lesson and reflection discussion; writing workshop group assignment LESSON AND REFLECTION FOR WRITING LESSON GROUP 2'S COMPREHENSION DEMONSTRATION
7	Farris, Chapters 3 & 4	Technology as a tool for literacy instruction; Processing language; children's literature in a technological age; Group meeting for outside reading assignments GROUP 3'S COMPREHENSION DEMONSTRATION ARTICLE REFLECTION #2
8	Farris, Chapters 5 & 6	Technology as a tool for literacy instruction; oral language; exploring WebQuests as a tool for instruction GROUP 4'S COMPREHENSION DEMONSTRATION ARTICLE REFLECTION #3
9	Farris, Chapter 7	Vocabulary, word development and spelling; listening; activities for working with words; lesson draft discussion; Group meeting for outside reading assignments DRAFT LESSON FOR VOCABULARY GROUP 5'S COMPREHENSION DEMONSTRATION WRITING WORKSHOP ASSIGNMENT

10	Farris, Chapter 10	Vocabulary, word development and spelling; lesson and reflection discussion; LESSON AND REFLECTION FOR VOCABULARY ARTICLE REFLECTION #4
11	Farris, Chapter 11	Integrating language arts with other subjects; lesson draft discussion; Group meeting for outside reading assignments DRAFT LESSON FOR SPELLING ARTICLE REFLECTION #5
12	Farris, Chapter 13	Integrating language arts with other subjects; lesson and reflection discussion LESSON AND REFLECTION FOR SPELLING SOFTWARE EVALUATIONS #1, 2, 3
13	IRA position statement	Pulling it together; reflection on what has been learned; CLASS NOTEBOOK REFLECTIVE JOURNAL

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Mantione, R. D. and Smead, S. (2003). *Weaving through words: Using the arts to teach reading comprehension strategies*. Newark, DE: International Reading Association.

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**Assessment rubrics:**

**Lesson and Reflection (90 points)**

Criteria	Awareness	Basic	Comprehensive	Proficient
Written Lesson Plan 10 points	Lesson plan has most of the required components, but they are not thoughtfully developed  0-5 points	Lesson plan has required components. Some components are thoughtfully developed, but most are undeveloped  6-7 points	Lesson plan has required components. Many are thoughtfully developed; There is a clear connection between the Purposes, objectives and assessment.  8-9 points	Everything in comprehensive, plus lesson shows a knowledge of developmental levels of the children for whom the lesson is intended; the modifications and adaptations are appropriate and varied.  10 points
Written Reflection 15 points	Reflection answers few of the questions in a rudimentary manner.  0-9 points	Reflection answers most of the questions. Some questions are answered in a thoughtful manner.  10-12 points	Reflection answers all of the questions. Answers show a clear understanding of the process of teaching and learning, with an emphasis on the individual child as a learner.  13-14 points	Everything in comprehensive, plus the answers show a reflective nature. It is clear that the student has gained new knowledge of her/himself through this process, as well as new knowledge of the children as learners.  15 points
Mechanics 5 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-1 point	Some errors in grammar, spelling and usage that interfere with part of the oral/written work 2-3 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work 4 points	Error-free in grammar, spelling, and usage. Ready for publication.  5 points

**Class Notebook (100 points)**

Criteria	Awareness	Basic	Comprehensive	Proficient
Presentation 20 points	Items are missing, presentation is unorganized  0-11 points	All items listed are complete, project is not well organized  12-15 points	All items listed are complete; project is organized and well presented  16-19 points	All items listed are complete; project is well-organized and professionally presented 20 points
Reflections 60 points	Reflections are incomplete; little evidence of self-knowledge shown, analysis is unclear  0-36 points	Reflections answer all questions; some level of self-knowledge is evident; analysis is superficial  36-47 points	Reflections answer all questions; self-knowledge is evident; thoughtful analysis in each area is seen  48-59 points	All of comprehensive, plus writing is fluent and all answers relate directly to texts from class as well as outside reading 60 points
Mechanics 20 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-11 points	Some errors in grammar, spelling and usage that interfere with part of the oral/written work  12-15 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  16-19 points	Error-free in grammar, spelling, and usage. Ready for publication.  20 points

### Comprehension demonstration (50 points)

Criteria	Awareness	Basic	Comprehensive	Proficient
Participation as a group member 15 points	Participates at some level as a member of the group.  0-9 points	Participates at some level as a member of the group, sometimes willing to help others.  10-12 points	Actively participates as a group member, willing to accommodate others and help wherever needed.  13-14 points	Actively participates as a group member, seen as a leader by several members of the group, willing to accommodate others and help wherever needed.  15 points
Preparation 15 points	Most resources are not ready to go at the beginning of the demonstration; no evidence of careful planning.  0-9 points	Some resources ready to go at the beginning of the demonstration; some planning is evident;  10-12 points	Most resources ready to go at the beginning of the demonstration; demonstration is carefully planned; most contingencies are prepared for.  13-14 points	All resources ready to go at the beginning of the demonstration; demonstration is carefully planned; all contingencies are prepared for.  15 points
Content 15 points	No evidence of care taken in choosing literature; knowledge of strategy is low, as demonstrated by incorrect use of vocabulary and an inability to answer questions  0-9 points	Literature used for demo is carefully chosen; knowledge of strategy is demonstrated through use of correct vocabulary and ability to answer some questions  10-12 points	Literature used for demo is high quality and carefully chosen; knowledge of strategy is demonstrated through use of correct vocabulary and ease in answering questions.  13-14 points	Literature used for demo is high quality and carefully chosen; knowledge of strategy is high, as demonstrated through use of correct vocabulary and ease in answering questions.  15 points
Mechanics 5 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work  0-2 points	Some errors in grammar, spelling and usage that interfere with part of the oral/written work  3 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  4 points	Error-free in grammar, spelling, and usage. Ready for presentation.  5 points

**Article Reading and Software Evaluation: (ten points for each article or software evaluation, total of 80 points for entire assignment)**

	Awareness	Basic	Comprehensive	Proficient
Quality of reflection or evaluation 8 points	Writing reflects neither an understanding of the article (or software) nor an informed personal response  0-3 points	Either the writing reflects understanding of the article (or software) or a personal response  4-5 points	Writing reflects understanding of the article (or software) as well as a personal response  6-7 points	Writing reflects deep understanding of the article (or software) as well as an informed personal response  8 points
Mechanics 2 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work  0 points	Some errors in grammar, spelling and usage that interfere with part of the oral/written work  1 point	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  1.5 points	Error-free in grammar, spelling, and usage. Ready for publication.  2 points

**Reading journal (50 points)**

	Awareness	Basic	Comprehensive	Proficient
Accuracy 30 points	Entries do not necessarily address the questions posed at the end of each class period; answers do not reflect an understanding of the material covered	Entries in the journal specifically address the questions posed at the end of each class period; answers reflect an understanding of the material covered	Entries in the journal specifically address the questions posed at the end of each class period; answers reflect an understanding of the material covered and some knowledge of how this understanding can be translated into classroom practice	Entries in the journal specifically address the questions posed at the end of each class period; answers reflect a deep understanding of the material covered and a knowledge of how this understanding can be translated into classroom practice
	0-17 points	18-23 points	24-29 points	30 points
Consistency 20 points	Entries are inconsistent; more than five weeks are missing entries	Consistency of entries is not shown; more than two weeks are missing entries	Entries in journal show some level of consistency; one or two weeks are missing entries	Entries in the journal are thorough; consistency is seen throughout the semester with entries for each week of class.
	0-11 points	12-15 points	16-19 points	20 points

**Writing Workshop Assignment (30 points)**

	Awareness	Basic	Comprehensive	Proficient
Content 10 points	Fewer than three genres are thoroughly addressed 0-5 points	Only three genres are thoroughly addressed 6-7 points	Only four genres are thoroughly addressed 8-9 points	All five genres of writing are thoroughly addressed 10 points
Strategies 15 points	Strategies devised are not easily understood and replicated; posting on the Blackboard is late and is not easily accessed and interpreted by others 0-8 points	Strategies devised are understood and replicated with some difficulty; posting on the Blackboard is implemented on time but is not easily accessed and interpreted by others 9-11 points	Strategies devised are easily understood and replicated; posting on the Blackboard is implemented on time but is not easily accessed and interpreted by others 12-14 points	Strategies devised are easily understood and replicated; posting on the Blackboard is implemented on time and is easily accessed and interpreted by others 15 points
Mechanics 5 points	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 0-2 points	Some errors in grammar, spelling and usage that interfere with part of the oral/written work 3 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work 4 points	Error-free in grammar, spelling, and usage. Ready for publication. 5 points

## **Lesson Plan Format:**

### **Purposes:**

Why are you teaching this lesson? What is the big picture for this particular lesson?

### **Objectives:**

There will be a strong connection between the objectives and the purpose of the lesson as well as the assessment.

### **Area of language arts addressed:**

Language arts includes reading, writing, listening, speaking, viewing, and representing visually. It is not unusual for one lesson to include two or more of these areas. Be specific in your lesson, identifying the areas that are addressed, and, if necessary, explaining why you have included a certain area.

### **Resources:**

What resources will you and your students need to complete this lesson? Keep in mind that resources can also include people, for example the librarian, a parent helper, or a community member who has come to add expertise to your lesson.

### **Activity:**

This will be a description of the procedure you will use in the lesson. It can be written in paragraph form or bullets. It should include an introduction to the lesson as well as a closure.

### **Modifications/Adaptations:**

What will you do to make this lesson work for all of the children in your classroom? As you write these adaptations, keep in mind your students who finish every lesson quickly, those who take a little longer than the normal student, those who have problems sitting for long periods of time, those who have physical or cognitive disabilities, and those who may be gifted. Your adaptations, over the course of the three lessons, should take into consideration all of these different types of students.

### **Assessment:**

How will you be able to tell if the children have met your objectives? How will you tell if the lesson met the purpose you have set for it? In this area, you can develop complicated rubrics, simple checklists or anything in between, considering the purposes and the objectives when deciding how you will know if these are met.

Bring five copies of the lesson, in draft form, to class (see syllabus for dates). Your lesson will be critiqued by your peers, just as you will critique lessons brought by your peers. You will use these critiques to build the perfect lesson.

**Questions for the reading journal:**

Week	Related Reading	Question
Week 1	none	From looking at the syllabus, and examining the class text, what are you most excited about learning this semester?
Week 2	Farris, 1-2; NAEYC Position Statement	How did this article and the class discussion help you to better understand linguistic and ethnic diversity as it relates to teaching language arts? Give one specific way that this new knowledge will change your teaching practice.
Week 3	Tovani, 1-5, Farris, 12	Describe a time when a book you read affected you in a deep and personal way. Was this a book that you read out of choice, or one that someone assigned for you to read?
Week 4	Tovani, 6-9	Both of the authors of our textbooks write about the importance of motivating children to become better readers. Describe what you have learned from these texts or from class discussions about motivating readers. How do motivation techniques relate to communicating strengths and areas of improvement to children? Describe a situation when you have honestly communicated with a child about his/her literacy abilities and the result was improved achieved?
Week 5	Farris, 8	How will you set up your classroom environment to promote literacy learning, both reading and writing? What changes will you make in the coming semester?
Week 6	Farris, 9	One of the recent “buzzwords” for language arts instruction is allowing children to read and write for authentic purposes. What exactly does this mean to you? How will your curriculum change to allow more authentic reading and writing activities in your classroom?
Week 7	Farris 3 & 4	Respond to our discussion in class about literacy being a means for transmitting moral and cultural values. How does this relate to your understanding of children’s linguistic and ethnic diversity as it relates to teaching language arts?
Week 8	Farris 5 & 6	What is the value in teaching with technology? How is this different from teaching children to use technology as a literacy skill?
Week 9	Farris 7	Why is it important for teachers at all levels of education to be aware of the developmental nature of spelling?

Week 10	Farris 10	What are your top three strategies for teaching vocabulary? Describe how these strategies help children to learn to become independent in their vocabulary acquisition.
Week 11	Farris 11	When it comes to vocabulary acquisition and reading, describe the “Matthew effect” and tell why you think this is important information for you to know as a language arts teacher?
Week 12	Farris 13	Describe the most effective strategy you have used to involve parents in the education of their children in your classroom. Why do you think this was effective?

## Loyola College in Maryland

RS 722  
CHILDRENS AND ADOLESCENT LITERATURE  
Fall 2003

**Instructor:** Debby Deal, Ph.D.  
**Office:** Beatty 121-3  
**Work Phone:** (410) 617-2134  
**Home Phone:** (703) 802-0563  
**Office Hours:** Tuesday 1-3 p.m. and by appointment  
**E-mail:** ddeal@loyola.edu

**Class Meeting:**

**Prerequisites:** Block 1

### **Required Texts:**

Mitchell, D. (2003). *Children's literature: An invitation to the world*. Boston: Allyn and Bacon.  
Sachar, L. (1998). *Holes*. New York: Scholastic

### **Course Description:**

This class explores the world of children's and adolescent literature and how to use it effectively across the curriculum. Students will read and evaluate books from a variety of genres and investigate how to embed literature in teaching across the curriculum. They will gain experience evaluating and designing literacy curriculum materials. Additionally, students will apply their research skills to locate and summarize literature related research.

### **Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based Assessment
Read and critically evaluate children's and adolescent literature	1.2, 1.4, 2.12, 3.2, 5.4, 12.4	<i>Genre study</i>	Genre Log
	2.5, 2.6, 2.13, 5.3, 5.5	Book project	Presentation of book project
	1.4, 2.9, 2.12, 5.2, 5.3, 5.7, 11.4	Controversial book review	Controversial book analysis
Read and critically evaluate literacy curriculum materials	1.2, 3.2, 11.4, 12.1, 12.5	Curriculum evaluation	Memo to principal/language arts supervisor

Locate and summarize research related to using literature in the classroom	2.10, 2.11, 11.5, 16.1	Research/ cooperative learning project	Hand-out with synthesis of research
Develop and implement literature-based instructions which align goals, instruction, and assessment	2.14, 5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 11.3, 11.4, 12.1, 12.4	Curriculum development: Thematic unit plan	Graphic organizer Parent letter

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Read and critically evaluate children’s and adolescent literature
2. Read and critically evaluate literacy curriculum materials
3. Locate and summarize research related to using literature in the classroom
4. Develop literature-based lessons which align goals, instruction, and assessment

**Conduct of the Course:**

This course will be a combination of discussion, seminar , and small group projects. There is a substantial amount of reading from the text and novels and participants are expected to keep current on the reading so that they can actively participate in class.

**Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a green pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

## **Grading:**

### **Literature-based instruction**

As a reading specialist you should be familiar with literature across the grade levels. These assignments will allow you to select, read, and critically evaluate books from a variety of genres at a variety of levels. We will begin with shared reading of a realistic fiction novel, Holes by Louis Sachar.

### **Part I: Genre study (35 points)**

For each genre discussed, please select a book of your choice to enjoy, annotate, and evaluate using the criteria in the text and the literature evaluation table in the syllabus. As you are selecting books to read, please be sure to include the following:

- Four books should be appropriate for K-5
- Four books should be appropriate for 6-12
- One book must be considered controversial, i.e. it has been censored or banned (American Library Association website is a good place to start). Complete the Controversial Book review and include it with your genre log.

### **Part II: Book project (20 points)**

Choose one book to share with the class using a non-traditional format—in other words, a book project not a book report. You can act out a scene (acting), interview a character or the author (writing), create an advertisement (drawing) or a commercial (using technology) or any other creative project that is appropriate for your novel. Your book project should take between 5-10 minutes. At the second class, you can sign up for the day you want to present.

### **Curriculum evaluation (55 points)**

As a reading specialist you will hopefully be involved in the selection of curriculum materials for your school or county. This assignment will help you learn how curriculum decisions are made and by whom, and how to evaluate curriculum resources for a variety of factors.

1. Find out how /who selected your reading (elementary) or subject matter (secondary) text and why. Write a 1-2 page paper describing the text or series and the selection and approval process.
2. Use the criteria in your text to evaluate your primary reading text or subject matter text for each of the following: a) racism and sexism; b) gender stereotyping; and c) presence of class or socio-economic bias. Write a memo to your principal or reading/language arts supervisor synthesizing your findings.

### **Research/cooperative learning project (50 points)**

This is a cooperative learning project, using a jigsaw strategy that will expand your knowledge of educational research related to literature. For this project you will be part of two groups; your expert group and your home group. The jigsaw strategy allows each of you to become an expert on a topic and then share it with others so that everyone in your home group becomes knowledgeable about each topic researched. Each expert group will locate 3-5 research articles on one of the following topics: a) banned/controversial/censored books; b) picture books in secondary schools; c) literature to teach comprehension skills; d) read alouds; and e) literature-based thematic units. Articles should be current (within the

last 7 years). As an expert group you are responsible for locating, reading, and summarizing your articles in order to share with your home group. You must also prepare a hand out which synthesizes the findings and implications of each article. Your group will determine your participation grade. Each group will be given 25 points to award group members. I will explain the jigsaw process and the group points more thoroughly in class.

**Curriculum Development: Thematic unit plan (50 points)**

This assignment will give you practice teaching with literature. Select a theme or genre you would like your students to explore. Create a graphic organizer to record your goals, at least 2 supporting activities for each goal, resources, and assessments. Your resources must include at least 12 trade books, 3 websites, and 3 media resources. Write a letter to parents explaining why you developed this unit (how it supports school, local, or state learning goals), what you hope students will learn (goals), and how parents can support their children at home (be specific).

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

The thematic unit plan is the final project

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1		Introductions. Review syllabus. Text preview. What do you already know about children and adolescent literature? What do you like to read?
2	Mitchell, ch. 1	Compare and contrast: Children’s and adolescent literature. What are the distinguishing features? When do they overlap? What’s appropriate for my students? Sign up for book project presentations.
3	Mitchell, ch. 2	How can I evaluate and select literature for my class and make recommendations for other teachers, parents, and paraprofessionals?
4	Mitchell, ch. 6 <b>Holes</b>	How can I look beyond the surface features on a book? Considering gender, race, class, socio-political aspects and more. Literature circles: Holes
5	Mitchell, ch. 9 Historical fiction	What are the attributes of historical and realistic fiction? <b>CRITIQUE OF HOLES &amp; HISTORICAL FICTION</b>

6	Mitchell, ch. 4 Controversial book	How can children and adolescents respond to literature? Working with student's strength and developing their weaknesses. CRITIQUE OF CONTROVERSIAL BOOK CURRICULUM EVALUATION
7	Mitchell, ch. 3 Picture book	Are picture books only for the young? How can they support adolescent learning? CRITIQUE OF PICTURE BOOK
8	Mitchell, ch. 12 Biography or autobiography	Who was Irish Grania O'Malley? Exploring the lives of the famous and not so famous. CRITIQUE OF BIOGRAPHY OR AUTOBIOGRAPHY
9	Mitchell, ch. 7 Multicultural or international novel	How can books help me appreciate the culture, ethnicity, history, and traditions of people who are different than me? CRITIQUE OF MULTICULTURAL OR INTERNATIONAL NOVEL
10	Mitchell, ch. 8 Traditional or folk literature	Have you heard the story of...? Revisiting tales you may already know CRITIQUE OF TRADITIONAL OR FOLK LITERATURE
11	Mitchell, ch. 5 Poetry	How can I get my students excited about poetry? Research jigsaw CRITIQUE OF POETRY RESEARCH PROJECT
12	Mitchell, ch. 10 Modern fantasy or science fiction	What can I read while I wait for the next Harry Potter? The growing selection of modern fantasy and science fiction. CRITIQUE OF MODERN FANTASY OR SCIENCE FICTION
13	Mitchell, ch. 11 Non-fiction	How can information books enhance the content areas? CRITIQUE OF NON-FICTION THEMATIC UNIT PLAN

### **Bibliography:**

- Cart, M. (1996). *From romance to realism: 50 years of growth and change in young adult literature*. New York: Harper Collins.
- Darigan, D. L. (2002). *Children's literature: Engaging teachers and children in good books*. Upper Saddle River, NJ: Merrill Prentice Hall.
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- Herz, S. K. & Gallo, D. S. (1996). *From Hinton to Hamlet: Building bridges between young adult literature and the classics*. Westport, CT: Greenwood.
- Horning, K. (1997). *Cover to cover: Evaluating and reviewing children's books*. New York: HarperCollins.
- Hunt, P. (1995). *Children's literature: An illustrated history*. New York: Oxford University Press.
- Kohl, H. (1995). *Should we burn Babar? Essays on children's literature and the power of stories*. New York: The New Press.
- Kaywell, Joan F. (ed.) (1993). *Adolescent literature as a complement to the classics*. Norwood, MA: Christopher-Gordon Publishers, Inc.,
- Manning, L. M. & Baruth, L. G. (2000). *Multicultural education of children and adolescents*. Boston: Allyn and Bacon.

Rosenblatt, L. (1996). *Literature as exploration*. New York: Modern Language Association.

Yopp, R. H. & Kay, H. (2001). *Literature-based reading activities* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.

**Websites:**

Online Book Clubs:

- [www.AandE.com](http://www.AandE.com)
- [www.HistoryChannel.com](http://www.HistoryChannel.com)
- [www.Biography.com](http://www.Biography.com)
- [www.Mysteries.com](http://www.Mysteries.com)

[www.dearreader.com](http://www.dearreader.com) - Florida-based Website where teenagers can sign up for Chapter-a-Day’s Teen Book club; students given up to two or three brief chapters of popular books.

[www.ncte.org](http://www.ncte.org) - National Council Teachers of English site; provides links to censorship issues; provides teaching ideas in the area of literature and reading – most were on the classics but some new literature was included

[www.ala.org](http://www.ala.org) - American Library Association website; especially check the section on Kids, parents and the Public from the home page then Read!Learn!Connect! for suggestions of other websites, Newberry, Caldecott Books,etc.

**Assessment rubrics:**

**Rubric: Genre Log (35 points)**

Criteria	Awareness	Basic	Comprehensive	Proficient
Content	Reference information, annotation, or evaluation is missing for three or more books  6 points	Reference information, annotation, or evaluation is missing for two book  8 points	Reference information, annotation, or evaluation is missing for one book  9 points	Includes reference information, annotations, & evaluations for 4 (k-5) books & 4 (6-12) books 10 points
Evaluations	Evaluations do not fully address the criteria  9 points	Some evaluations are incomplete  12 points	All evaluations respond to each criteria, most are thoughtful and thorough  13 points	All evaluations thoroughly and thoughtfully respond to each criteria, shows analytical thinking 15 points
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 6 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  8 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

**Rubric: Book Project (20 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Content and delivery	Project lacked preparation, or was inappropriate  12 points	Project was creative, appropriate for the book  16 points	Project was creative, appropriate for the book, and within the time frame  18 points	Presentation showed careful planning. Project was creative, appropriate for the book, and within the time frame. 20 points

**Rubric: Curriculum Evaluation (55 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Curriculum description	Missing either description of text/series, selection, or approval process. May deviate from page requirements 9 points	Incomplete description of either text/series, selection, or approval process. Meets page requirements 12 points	Includes description of text/series and explanation of selection & approval process. Meets page requirements 13 points	Description of text/series is thorough. Explains the selection & approval process in detail. Meets page requirements 15 points
Text evaluation	Does not address many criteria listed for racism/sexism, gender stereotyping, and class/socio-economic bias 9 points	Addresses most criteria listed for racism/sexism, gender stereotyping, and class/socio-economic bias 12 points	Addresses all criteria listed for racism/sexism, gender stereotyping, and class/socio-economic bias 13 points	Clearly addresses all criteria listed for racism/sexism, gender stereotyping, and class/socio-economic bias 15 points
Memo	Memo does not synthesize criteria, writing is rough  9 points	Memo synthesizes criteria from most categories.  12 points	Memo synthesizes criteria from all categories. Writing is fluent  13 points	Memo clearly synthesizes criteria from all categories. Writing is fluent and convincing. 15 points
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 6 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  8 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

**Rubric: Research Project (50+ points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Articles	Located 1 current article from a research journal 6 points	Located 2 current articles from research journals 8 points	Located 3 current articles from research journals 9 points	Located 4-5 current articles from research journals 10 points
Summarizing	Article summaries did not include results or implications  6 points	Most article summaries identified results & implications  8 points	All article summaries identified results & implications  9 points	All article summaries identified research questions, methods, results, & implications 10 points
Sharing with home group	Hand-out provides incomplete description of articles' content  9 points	Hand-out describes content of all articles  12 points	Hand-out describes articles and mentions classroom implications  13 points	Hand-out synthesizes articles and highlights classroom implications 15 points
Group participation <b>*points will be determined by your group</b>	Did not help locate or summarize articles, or prepare hand-out. Missed group meetings	Helped do 2 of the following: locate, summarize, a prepare hand-out. Attended group meetings	Helped locate and summarize articles, prepare hand-out. Attended group meetings	Helped locate and summarize articles, prepare hand-out. Prepared for group meetings and on time
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 6 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  8 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

**Rubric: Thematic unit plan (50 points)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Graphic organizer	Missing major components: goals, activities resources, or assessments  6 points	Includes most components: goals, activities resources, & assessments  8 points	Includes all components: goals, activities resources, & assessments  9 points	Graphic organizer is user friendly. Includes all components: goals, activities resources, & assessments 10 points
Resources	< 10 trade books < 2 websites < 2 media resources  6 points	10-11 trade books 2 websites 2 media resources 8 points	12 trade books 3 websites 3 media resources  9 points	>12 trade books > 3 websites > media resources  10 points
Parent letter	Letter is unprofessional in tone or appearance. Either the unit rationale, goals or suggestions are missing.  9 points	Letter is professional in tone and appearance. States unit rationale and goals.  12 points	Letter is professional in tone and appearance. States unit rationale and goals. Includes 1-2 developmentally appropriate at home suggestions.  13 points	Letter is professional in tone and appearance. Clearly states unit rationale and goals. Includes several practical, developmentally appropriate at home suggestions. 15 points
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work 6 points	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work  8 points	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work  9 points	Error- free in grammar, spelling, and usage. Ready for publication  10 points

## Genre Log

\*\*keep your evaluations with your log

Genre, evaluation criteria page	Author, copyright, title, publisher	Grade level range	3-5 sentence annotation
Picture books			
Poetry, p. 163			
Multicultural literature, p. 213- 214			
Traditional or folk literature, p. 232, 235, 240, 244, 247, 248, 252			
Realistic fiction, p. 272	Sachar, L. (1998). <i>Hole</i> . NY: Scholastic, Inc.		
Historical fiction, p. 288			
Non-fiction, p. 329, 333			
Fantasy or science fiction, p. 315			
Biography, p. 373			

## Controversial Book Analysis

Title and author of book read \_\_\_\_\_

\_\_\_\_\_

Why did you select this books? \_\_\_\_\_

\_\_\_\_\_

Why was this book controversial? Who challenged it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

References: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brief summary of the book \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a one page persuasive letter to your principal explaining why this book would/would not be appropriate for your class. Be sure to note contextual factors such as student population, related reading, and assessment. Be prepared to share your research and opinion with the class.

Loyola College in Maryland

RS 744

READING, WRITING, AND STUDY SKILLS IN THE CONTENT AREA  
Fall 2003

**Instructor:** Sharon Russell  
**Work Phone:**  
**Home Phone:** (240) 568-6145  
**E-mail:**

**Class Meeting:**  
**Prerequisites:** Block 1

**Required Texts:**  
Vacca, R. & Vacca, J. (2002). *Content area reading: Literacy and learning across the curriculum* (7<sup>th</sup> ed.). New York: Addison-Wesley Longman, Inc.

**Course Description:**  
This class introduces students to the research and application which addresses literacy as a tool for learning content area material. Students explore a wide range of strategies related to reading, writing, speaking, listening, and viewing in the content areas. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners, including struggling readers and English language learners.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Recognize and use literacy as a tool for learning in the content areas	1.1, 1.5, 2.5 2.8 5.3	Double entry learning log (DELL) ch. 1 DELL ch. 11 DELL ch. 12	Learning log
	2.5, 2.6, 2.13, 5.2, 5.4, 5.6, 5.7	Lesson planning & teaching, Final project	Lesson plans & reflection Unit plan & reflection

Know and be able to effectively teach vocabulary, study strategies, comprehension, and writing in the content areas	6.6 8.1, 8.2, 8.3, 8.4, 8.5 7.2, 7.3, 7.4, 7.5, 7.6 9.1, 9.2, 9.3  2.14, 6.6, 7.2, 7.3, 7.4, 7.5, 8.1, 8.3, 8.4, 8.5, 9.2, 9.3, 12.1	DELL, ch.5 DELL, ch. 9 & 10  DELL, 11  DELL, ch. 8  Lesson planning & teaching, Final project	Learning log     Lesson plans & reflection Unit plan & reflection
Recognize that context, including people and environment influences learning, instruction, and assessment	1.2, 1.4, 3.1, 3.2 5.1  3.4, 5.1, 10.1	DELL, ch. 1  DELL, ch. 4  Lesson planning & teaching Final project	Learning log    Lesson plans & reflection Unit plan & reflection
Critically evaluate curriculum materials	1.3, 3.2, 11.4, 12.1, 12.4, 12.5	Review of instructional materials	Memo/analysis
Reflect on one's practice and growth as a reading professional	13.5, 16.2	Lesson planning & teaching, Final project	Lesson plans & reflection Unit plan & reflection

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Use literacy as a tool for learning in the content areas
2. Effectively teach vocabulary, study strategies, comprehension, and writing in the content areas
3. Recognize that context influences learning
4. Critically evaluate curriculum materials
5. Use technology effectively as a teaching tool and resource

**Conduct of the Course:**

This course will be conducted as an interactive seminar. Students are expected to come to class each week prepared to participate and /or take a leadership role during class. From time to time we will meet and work in the computer lab.

### **Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a [color] pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

### **Grading:**

#### **Double-entry learning log [DELL] (15 points each)**

After completing the assigned reading for the week, please respond to the reading by doing the following. On the left-hand side of your paper, write a brief summary of the reading. This should be no more than 1 page but should address the key points. You may do this in the format of your choice (i.e. narrative, bullets, graphic organizer, pictorially).

On the right-hand side of your paper, write a narrative response to the reading. You may choose to respond to a specific aspect of the reading, exact quotation, or all of it. Write about questions/comments the reading generated connections to your own professional experiences or learning experiences, or related class discussions and readings. You may want to use the following prompts:

- The reading made me realize
- I used to think but now
- A question I have from the reading is
- The reading relates to
- I agree with the author(s) that
- I disagree with the author(s) that

#### **Lesson planning and teaching (50 points each)**

Only by actually using the strategies we read about and reflecting on what we learned, will we be able to integrate them into our teaching. Plan and implement at least 1 lesson for each content area: social studies, science, math, and English/language arts (total of 4 lessons minimum). Each lesson must use strategies and the Instructional Framework (p. 125) described in your text. You must include vocabulary, comprehension, study, and writing strategies that specifically address the criteria in the table below. Remember, since you are using the IF, each lesson will always include at least three strategies—before reading, during reading, and after reading.

After teaching the lesson, write a 1-2 page reflection which addresses a) successes of the lesson, b) modifications you would make and why, c) what you learned from this experience; and d) why this was/was not an appropriate objective(s) for your students. E-mail your reflection to me no more than 6 days after you teach. Note deadlines on the course schedule. **Be sure to turn in lesson plan and reflection, include samples of student work, if possible.**

**Lessons should teach students strategies which help them to do the following:**

<b>Vocabulary Ch. 5, 11, Appendix C &amp; Appendix D</b>	<b>Comprehension Ch. 6, 7, 11</b>	<b>Study strategies Ch. 2, 9, 10, Appendix A, &amp; Appendix B</b>	<b>Writing Ch. 8, Appendix C &amp; Appendix D</b>
Develop vocabulary acquisition skills	Questioning strategies (e.g. QAR, ReQuest)	Locate and use print, non-print, and electronic references	Plan, draft, revise, and edit writing
	Connect prior knowledge with new information (e.g. word maps, KWL, word sorts, cloze, expectation outline)	Organize & remember information (e.g. GRASP, 3 level guides, pattern guides, concept guides)	Understand and apply conventions of standard English
	Self-monitor comprehension (e.g. think aloud, GRP, reciprocal teaching)	Use effective time management skills	
	Use text features and language to gain comprehension (e.g. story impressions, pattern guides)	Develop test-taking skills	

**Review of Instructional Materials [RIM] (70 points)**

Examine and critique content area (science, social studies, and math) materials for your grade level. As a class, we will develop an evaluation rubric focused on the opportunities to effectively use literacy as a tool for learning content materials. For example, what is the readability of a particular text? How are new vocabulary words introduced? As you are reading for this class, think about other questions to include in the evaluation rubric. You will prepare the results of your analysis as a memo to your principal, curriculum supervisor, or department chair. Your critique must include at least the following:

- Two texts
- Three technology based resources
- Three trade books or three original documents.

**Final project: Content area thematic unit plan (70 points)**

This is a three part assignment that should synthesize what you learned in this class about using literacy as a tool for content area learning. As you are planning, keep in mind who your students are and the strengths/limitations of your teaching context (Part 1). The

other assignments will provide you with experience and knowledge that will be helpful as you begin this project. Keep in mind that planning this unit will take a good deal of time—don't wait until the last minute!

### PART I (2-3 pages)

Describe your teaching context (student population, administration, school/classroom layout, support staff, concern with high-stakes testing, etc.). Explain how your teaching context influences the design of this thematic unit.

### PART II (graphic organizer)

Create a detailed **graphic organizer** for an inquiry-based thematic unit. (Revisit p. 138-150)

- Identify the subject (be specific) and grade-level
- Select a title reflecting the topic or theme of the unit
- Identify the major concepts (content analysis) to be learned
- Focus on 6-8 major concepts (use either MSDE outcomes, your school district outcomes, or standards from NCTM, NSTA, NCSS, NCTE.)
- Identify key vocabulary words (Limit your list to approximately 10-15 words)
- List resources you will use: texts, trade books, electronic, original documents, videos, DVDs, journals/magazines, etc.

#### **Your selection of resources must include at least:**

- 1 text
- 3 trade books
- 3 web-based resources
- 2 other resources of your choice
- Create or chose at least three specific instructional strategies that support each major concept and vocabulary development (e.g. if you have 7 major concepts you will have a minimum of 21 strategies):

#### **Your strategies must include at least:**

- 3 pre-reading, 3 during reading, and 3 post reading strategies
- 3 vocabulary strategies
- 2 talking to learn strategies
- 3 writing to learn strategies
- 2 study strategies
- 1 study guide
- 4 strategies for struggling readers
- Describe formative and summative assessments
  - How will you assess students' prior knowledge?
  - How will you assess student progress during the unit?
  - How will you assess end of unit learning?

### PART III

Write a 2-3 page reflection explaining what you learned from planning this thematic unit and how it will influence how you plan, teach, and assess in the future.

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

The Content Area Thematic Unit Plan is the final project

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1		Introductions. Reading, objectives, & expectations. Text preview. Content Reading Knowledge Rating
2	Chapter 1	How do students learn with text?? Teaching approaches, diversity, and thinking with texts. DELL: CHAPTER 1
3	Chapter 2	What resources should I know and be using? Textbooks, trade books, electronic texts, and other media LESSON 1
4	Chapter 3	What should I know about standardized and high-stakes testing? How can I fairly assess my students? Standardized, high-stakes, and authentic assessments
5	Chapter 4	What practices lead to students' active engagement with texts and electronic media? Physical, social, psychological considerations, using the Instructional Framework (IF) DELL CHAPTER 2-4
	Chapter 5	What vocabulary strategies meet the needs of diverse learners? Activating prior knowledge and building connections LESSON 2
7	Chapter 6	What pre-reading strategies meet the needs of diverse learners? Schema, curiosity, and motivation
8	Chapter 7	How can we help our students "talk to learn?" Text to self connections, integrated strategies LESSON 3
9	Chapter 8	How can we help our students "write to learn?" Exploratory writing, journals, and essays DELL: CHAPTERS 5-8
10	Chapter 9	What study strategies help students learn from text? Graphic organizers, summaries and notes REVIEW OF INSTRUCTIONAL MATERIALS

11	Chapter 10	How can you construct and use study guides effectively? Three level guides, pattern guides, and concept guides LESSON 4
12	Chapter 11	What strategies are particularly effective for struggling readers? Comprehension and vocabulary strategies DELL: CHAPTER 9-11
13	Chapter 12	How can I continue to grow professionally? Purposes, challenges, and continuous professional development FINAL PROJECT DUE

**Bibliography:**

- Alvermann, D.E, Hinchman, K.A., Moore.D. W., Phelps, S. F., & Waff, D. R. (Eds.). (1998). *Reconceptualizing the literacies in adolescent lives*. New Jersey: Lawrence Erlbaum Associates.
- Atwell, N. (Ed.). (1990). *Coming to know: Writing to learn in the middle grades*. New Hampshire: Heinemann.
- Bright, R. (1995). *Writing instruction in the intermediate grades: What is said, what is done, what is understood*. DE: International Reading Association.
- Alvermann, D.E, Dillon, D.R., & O'Brien, D.G. (1987). *Using discussion to promote reading comprehension*. Newark, DE: International Reading Association.
- Bean, T. W. & Readance, J. E. ( 1995). *Content area reading: Current state of the art*. In J. Flood, D. Lapp, & N. Farnam (Eds.), *Content area reading and learning: Instructional strategies* (2<sup>nd</sup> ed., pp. 15-24). Boston: Allyn & Bacon.
- Cunningham, J. W. (1992). *A taxonomy of questions for content reading*. In E. K. Dishner, T. W. Bean, J. E. Readance, & D. W. Moore (Eds.), *Reading in the content area: Improving classroom instruction* (3<sup>rd</sup> ed. Pp. 220-226. Dubuque, IA: Kendall/Hunt.
- Freedom Writers. (1999). *The freedom writer's diary: How a teacher and 150 teens used writing to change themselves and the world around them*. Random House Publishers.
- Gee, J. P. (2000). *Teenagers in new times: A new literacy studies perspective*. Journal of Adolescent and Adult Literacy, 43, 412-420.
- McMahon, S. I. & Raphael, T. E. (Eds.). (1997). *The book club connection: Literacy learning and classroom talk*. DE: International Reading Association
- Moore, D. W., Moore, S. A., Cunningham, J. W. (1998). *Developing readers and writers in the content area, k-12*. (3<sup>rd</sup> ed.). New York: Longman.
- Spor, M. W. & Schneider, B.K. (1999). *Content reading strategies: What teachers know, use and want to learn*. Reading and Instruction, 38, 2213-231.
- Tierney, R. J. & Readance, J. E. (2000). *Reading strategies and practices: A compendium* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

**Assessment rubrics:**

**Double-entry Learning Log (15 points each)**

<b>Criteria</b>	<b>Awareness 2 points</b>	<b>Basic 3 points</b>	<b>Comprehensive 4 points</b>	<b>Proficient 5 points</b>
Summaries	Brief summaries Identifies a few key points	Brief summaries Identifies most key points	Brief but thorough summaries Clearly identifies key points	Brief but thorough summaries Clearly identifies and clarifies key points
Personal response	Responses do not indicate integrative thinking	Responses sometimes indicate integrative thinking	Responses usually indicate integrative thinking	Responses consistently indicate integrative thinking
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Review of Instructional Materials (70 points)**

<b>Criteria</b>	<b>Awareness 12 points</b>	<b>Basic 16 points</b>	<b>Comprehensive 18 points</b>	<b>Proficient 20 points</b>
Evaluation criteria	Missing substantial criteria agreed upon by class	Meets some criteria agreed upon by class	Meets most criteria agreed upon by class	Meets all criteria agreed upon by class
Content	Review does not include at least 1 text 1 technology based resources 1 trade books/original documents	Review includes 1 text 1-2 technology based resources 1-2 trade books/original documents	Review includes 2 texts 3 technology based resources 3 trade books/original documents	Review includes >2 texts >3 technology based resources >3 trade books/original documents
Memo/ analysis	Analysis is incomplete. Writing lacks coherence	Analysis addresses most materials. Writing is coherent	Analysis addresses all materials. Writing is coherent	Detailed analysis of all materials. Writing is coherent and fluent
	<b>6 points</b>	<b>8 points</b>	<b>9 points</b>	<b>10 points</b>
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Lesson Plans and Reflection (50 points each)**

<b>Criteria</b>	<b>Awareness 6 points</b>	<b>Basic 8 points</b>	<b>Comprehensive 9 points</b>	<b>Proficient 10 points</b>
Strategies	Strategies selected did not support the lesson objective and/or involve students in meaningful learning	Some strategies selected supported the lesson objectives and involved students in meaningful learning	Most strategies selected supported the lesson objectives and involved students in meaningful learning	All strategies selected supported the lesson objectives and involved students in meaningful learning
Modifications	Modifications are not appropriate for learners Unclear how modifications would improve the lesson	At least one modification is included which is appropriate for learners. Generally describes how modification would improve the lesson	Several modifications are included which are appropriate for learners. Generally describes how modifications would improve the lesson	Several modifications are included which are appropriate for learners. Specifically describes how modifications would improve the lesson
Learning	Unclear what you learned from planning and teaching the lesson or how it will influence your future instruction and assessment	Globally tells what you learned from planning and teaching the lesson, briefly describes how it will influence your future teaching and assessment	Clearly tells what you learned from planning and teaching the lesson and describes how it will influence your future instruction and assessment	Specifically tells what you learned from planning and teaching the lesson and gives examples to show how it will influence your future instruction and assessment
Objective(s)	Does not state if objective was appropriate or not Rationale and evidence are incomplete or missing	States if objective was appropriate or not Provides rationale for opinion	Clearly states if objective was appropriate or not Provides rationale and evidence for opinion	Clearly states if objective was appropriate or not Provides convincing rationale and evidence for opinion
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Content Area Thematic Unit Plan (70 points)**

<b>Criteria</b>	<b>Awareness 12 points</b>	<b>Basic 16 points</b>	<b>Comprehensive 18 points</b>	<b>Proficient 20 points</b>
Contextual description	Description of context does not include relevant/useful information. Does not address how context influences unit design	Describes at least 3 relevant contextual factors. Briefly addresses how context influences unit design	Describes student population, administration, school/class layout, support staff. Explains how context influences unit design	Describes student population, administration, school/class layout, support staff, and more Detailed explanation of how context influences unit design
Graphic organizer	Graphic organizer includes some items listed in syllabus Not user friendly	Graphic organizer includes most items listed in syllabus User friendly	Graphic organizer includes all items listed in syllabus. User friendly	Graphic organizer includes all items listed in syllabus and exceeds minimums for resources or strategies User friendly
Reflection	Does not describe what you learned from planning unit and how it will influence how you plan, teach, and assess in the future. Writing is unclear	Describes what you learned from planning unit OR how it will influence how you plan, teach, and assess in the future. Writing is coherent	Describes what you learned from planning unit and how it will influence how you plan, teach, and assess in the future. Writing is coherent and fluent	Clearly describes what you learned from planning unit and how it will influence how you plan, teach, and assess in the future. Writing is coherent and fluent
	<b>6 points</b>	<b>8 points</b>	<b>9 points</b>	<b>10 points</b>
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

## Loyola College in Maryland

RS 601  
MEDIA LITERACY EDUCATION

**Instructor:** Stephanie A. Flores-Koulish, Ph.D  
**Office:** Beatty 118B  
**Work Phone:** (410) 617-5456  
**Home Phone:** (410) 467-1822  
**Office Hours:** by appointment  
**E-mail:** sfloreskoulish@loyola.edu

**Class Meeting:**  
**Prerequisite:** Block 1

### **Required Texts:**

Tyner, K. (1998). *Literacy in a Digital World: Teaching and Learning in the Age of Information*. Mahwah, NJ: Lawrence Erlbaum Associates.  
Alvermann, D. (2002). *Adolescents and Literacies in a Digital World* (ed.). New York: Peter Lang.

### **Course Description:**

An in-depth introduction to media literacy education, its curriculum and pedagogy. Media literacy education is defined as the ability to access, analyze, evaluate and communicate media in a variety of forms; media literacy expands notions of “reading” beyond traditional print texts to acknowledge the various multi-literacies necessary for our 21<sup>st</sup> century. Like multiculturalism, media literacy education can be integrated into a variety of subject areas, and it considers perspective and difference. Within this course, students will become introduced to this emerging field and conduct teacher research.

### **Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Students will become familiar with the history of media literacy education, both in a U.S. context and internationally.	2.10	Students will complete individual literature reviews for various experts in the field of media literacy.	Research paper

Students will understand the complex interactions that take place between reader/viewer and media texts.	1.5 2.6 3.1	Students will conduct a research assessment of a student's media experiences; data collected will include items such as interviews, journals, co-viewing, etc.	Case study research paper
Students will come to appreciate the power of the media to transmit culture.	1.4 1.2 5.7	Students will choose one children's T.V. show and watch multiple episodes (e.g., at least five), recording the number of stereotypes; additionally, students will track the cross marketing connected with the show.	T.V. show analysis
Students will adopt a wider appreciation for media as text.	1.3 1.7 2.5 2.8	Students will write a reflection of their own childhood media experiences  Students will maintain a reading log integrating their reflections on the weekly readings with their weekly media consumption	1. Media memoir 2. Reading log
Students will learn to integrate media literacy into an existing curriculum	2.14 12.1 12.4	Students will develop an extended unit or series of lesson plans, which integrates media literacy into your existing curriculum	Media Literacy Curriculum Unit

### **Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. be familiar with the history of media literacy education, both in a U.S. context and internationally.
2. understand the complex interactions that take place between reader/viewer and media texts.
3. appreciate the power of the media to transmit culture.
4. adopt a wider appreciation for media as text.
5. integrate media literacy education lessons into existing curriculum.

### **Conduct of the Course:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a [color] pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.
7. All papers must be formatted in APA  
(see [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) for assistance)

### **Grading:**

#### **Research Paper – 20 %**

As explained above students will choose one of the following media literacy educators and research their work: Len Masterman, Marshall McLuhan, Barry Duncan, Barry MacMahon, Renee Hobbs, David Considine, Cary Bazalgette, Robert Kubey, David Buckingham, Henry Giroux, Neil Postman, John Pungente, Robin Quin, Chris Worsnop, Andrew Hart. Please use approximately 3 primary and secondary sources by or about the author to gain a sense of their contribution(s) to the field of media literacy education. 4-6 pages. Be prepared to present your research in class using some sort of visual aid (i.e., powerpoint, overhead, handouts, etc.).

#### **Case study research paper—20%**

Find a student to conduct a case study research project regarding their media consumption to include, but not limited to at least one T.V. program, movie, video game, etc. Design your research data collection to gain an understanding of how the student

makes meaning from their viewing interaction experiences using the following suggestions: interviewing them on their prior knowledge of the media text, engaging in co-participation with the media and pausing to ask questions of their meaning-making, asking the student to complete a media journal, etc.

**T.V. Show Analysis—20%**

Students will choose a children’s (age preschool through adolescent) T.V. show and do an analysis of it to include watching it on multiple occasions to record the various stereotypes that appear on the show, researching it via the WWW to detect its target audience, viewership, ratings, etc. and for any and all marketing tie-ins that it may have (i.e., toys or other products which correspond with the show). Create a graph, chart, powerpoint, etc. with this data and present to the class.

**Media memoir—10%**

Write a reflection on your childhood experience(s) with media. How did your family use media when you were growing up? How did you experience the media at school? How did your teachers talk about (or not) the media, popular culture, etc.? How did the media shape you personally? This is a reflective piece, written in the first person, and is intimate, descriptive, and detailed. Maximum 5 pages typed.

**Reading log—10%**

Choose any 8 weeks during the semester to reflect on the articles AND your media exposure. Date each entry and clearly record which specific chapters you are reflecting on. Ideally, relate the week’s chapter(s) to any and all media exposure (T.V., internet, film, advertising, etc.) you have during the week, though your media exposure can also relate to any class discussions and/or past readings. I will collect the logs at the end of the semester on week 12.

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Exam:**

**Media Literacy Curriculum Unit—20%**

Develop an extended unit or series of lesson plans, which integrates media literacy into your existing curriculum. You may make use of existing resource materials in a creative synthesis or design your own. The project must include the following components:

- Abstract/synopsis of the unit
- Context: Your grade level and subject area

- Instructional goals/objectives
- Lesson Plans (at least 5; format open, but please include aspects such as schedule, materials, sequence of activities, assessment evaluation, etc.)

Your unit will be graded if the following questions can be answered by me affirmatively: Does the unit fully explain the lessons so that a substitute could effectively deliver it? Is the context described sufficiently such that a teacher reading this unit on-line could determine whether it's appropriate for his/her classroom? Is it creative? Does it make cross-curricular connections? Does it connect with MD state standards (if appropriate)?

### TENTATIVE COURSE SCHEDULE

Class	Reading to complete BEFORE CLASS	Class topic/Assignment due
1		General Introduction
2	Tyner ch. 1 & 2	Expanding Notions of Literacy
3	Tyner ch. 3 Wartella et al	Bridging the theory gap—Mass Communication and Literacy
4	Tyner ch. 4	Multiliteracies <b>Media Memoir due</b>
5	Alvermann ch. 5	Media as literacy appreciation <b>T.V. show analysis</b>
6	Tyner ch. 5 Alvermann chs. 1&9	Technology and literacy
7	Tyner ch. 6	History of Media Education abroad <b>Presentations on media education figure</b>
8	Tyner ch. 7 Kinchloe	History of US Media Education <b>Presentations on media education figure</b>
9	Tyner ch. 8 Alvermann ch. 3	Varying approaches to media education
10	Barry ch. 1 McCloud	Production in the classroom: Aesthetics
11	Tyner ch. 9 & 10	Production in the classroom: Examples
12		<b>Case study presentations</b>
13		<b>Media Literacy Units</b>

#### **Bibliography:**

- Apple, M. (2002). Patriotism, pedagogy, and freedom: On the educational meanings of September 11. *Teachers College Record*.
- Hobbs, R. (1993). How to use TV in class...Not! *Cable in the classroom* (June), 11-12.
- Kinchloe, J. (1995). Media and the schools: What is the effect of media on the educational experience of children? In J. Kinchloe & S. Steinberg (eds.) *Thirteen questions: Reframing education's conversation*, 2<sup>nd</sup> ed. New York: Peter Lang. pp. 227-235.
- McCloud, S. (1993). *Understanding comics*. Kitchen Sink Press. pp. 24-59.

- Scrimshaw, P. (1992). Evaluating media education through action research. In M. Alvarado & O. Boyd-Barrett (eds.) *Media education: An introduction*. London: British Film Institute. pp. 242-252.
- Swanson, G. (1991). Representation. In D. Lusted (ed.) *The Media studies book: A guide for teachers*. pp. 123-145.
- Shagoury Hubbard, R. & Miller Power, B. (1993). *The Art of Classroom Inquiry*. Portsmouth, NH: Heinemann.
- Wartella, E., Heintz, K.E., Aidman, A. J., & Mazzarella, S. R. (1990). Television and beyond: Children's video media in one community. *Communication Research*, 17(1), 45-64.

**THE SCHEDULE, ITS READINGS AND THE ASSIGNMENTS ARE SUBJECT TO CHANGE AS PER INSTRUCTOR PREROGATIVE.**

**What makes Loyola College different?**

What distinguishes this course from a course taught at a large state university? To put things another way, what extra benefit does this course offer to justify the higher tuition Loyola charges? The difference is the Jesuit educational philosophy. Here's how that philosophy influences and enhances this course.

**Concern for the World**

The Jesuit philosophy affirms the goodness of the world and encourages a realistic knowledge of our society. In practical terms, this means that we do not restrict ourselves to text material. We are responsible for keeping abreast of current affairs. To help us relate what is going on in the world with course content, lectures and assignments will include critical analysis of current materials from the practitioner world.

**Concern for Critical Thinking**

In Jesuit education, particular care is given to developing the imaginative, the affective, and the creative dimensions of the student as well as the development of logic through argument and counter-argument. This means, whatever the course subject matter, there will always be room for the subjective, the opinion, and the intuition. In this course, you are encouraged and expected to question assumptions and assertions.

Another implication is that there is not always a single "right answer" for course assignments and exam questions. I encourage you to be creative risk takers. You will always have the option to explain, clarify, and justify your work and positions.

**Emphasis on Communication Skills**

A Jesuit education prepares students for active participation in their businesses and communities. Full participation is impossible without well-exercised skills in written and oral communication. Course assignments will include opportunities to practice and improve your communication skills. You'll be required to make both written and oral presentations for this class.

**Concern for Ethics and Values**

Jesuit education is value-oriented; it does not take place in an ethical vacuum. This means much more than the obvious proscription of plagiarism, cheating, and similar academic dishonesty. It means that, whenever possible, the ethical implications of course material or relevant situations will be raised and discussed.

Concern for ethical content does not mean that you'll be required to accept a Jesuit, a Catholic, a Christian, or even a Western point of view. It does mean that such points of view will be presented, when appropriate, and vigorously defended.

### **Concern for Faith and Reason**

In this course we will read, discuss, and write on matters, which may bear on your faith, whether you are Catholic or Christian, Jewish or Muslim, or a member of some other theological or religious community. The Jesuit Catholic tradition is committed to the integration of faith and reason – aware that what we will read may sometimes conflict with our faith (or seem to conflict), but confident that true faith and true reason can learn from as well as instruct each other. You will be encouraged to bring your faith to bear on the issues of this course as well as listen carefully to and argue constructively with materials of this course with which you disagree or may find offensive. If you are not sure how to do this, you are not alone – few people (including faculty) are entirely sure! I hope that, by explicitly taking up matters that bring our faiths and reasons into contact, we can all learn something.

### **Balanced Approach to Academic Excellence**

A Jesuit education encourages a realistic knowledge, love, and acceptance of self. One means to this end is a well-structured grading system. Other sections of this syllabus list course assignments, due dates, and grading procedures.

While individual performance rating is ever-present, it must not be over-emphasized. The purpose of a Jesuit education is not to encourage elitism and artificial distinctions, but to educate for service. A concrete implication of this is that grades are unimportant in the long run. For example, personal references and letters of recommendations from me will be contingent on many factors other than just grades.

### **Emphasis on Cooperation and Caring**

Jesuit education seeks to form "men and women for others". That is, individual gifts are to be developed for the community. To promote cooperation with and caring for one another, part of this course is structured around small group activity. Students will have an opportunity to practice dispute resolution, contribution, interdependence, and leadership/followership in small groups.

### **Concern for the Individual**

Finally, the primary hallmark of a Jesuit education is cura personalis, individual care and concern for each person. One concrete implication of this is access to faculty. My office number and address, and e-mail appear on the first page of this syllabus. You should always feel free to contact me in the easiest way, regardless of office hours. All phone messages, voice mail, and e-mail will be returned promptly.

Every student should always feel free to request an individual review or to discuss any issue at any time. Loyola faculty is paid to be of service to students. Posted office hours simply establish a time when faculty is guaranteed to be available. Students will be accommodated at all other times as well, as much as possible.

Another aspect of cura personalis is respect for individual priorities. All of you have other academic responsibilities; many of you have work responsibilities; some of you have family responsibilities as well. These may conflict with your responsibilities for this course. Conflicts can always be resolved, but the process is certainly helped by advanced notice.

In conclusion, may I emphasize that these characteristics make Loyola College an outstanding place to work and go to school. Together we can make this semester an enriching experience for each of us.

## A Few Good Media Literacy Resources for Educators

### The Media Literacy Online Project

College of Education, University of Oregon, Eugene, OR

WEB: <http://interact.uoregon.edu/MediaLit/mlr/home/index.html>

Great source of provocative articles, resource and product reviews, extensive links to online teaching resources, sample course frameworks, and a great directory of media literacy organizations, on and off-line.

### Center for Media Literacy

3101 Ocean Park Blvd., #200

Santa Monica, CA 90405; Phone: 310-581-0260

e-mail: [cml@medialit.org](mailto:cml@medialit.org)

WEB: <http://www.medialit.org/>

Seems to be the largest source of information, services, and resources for K-12 educators in this country. Although they don't have many lessons and resources online, they have an extensive annotated bibliography of books, videos, and teaching kits from their catalog.

### Media Awareness Network (Canadian)

WEB: <http://www.media-awareness.ca/>

This site is a fantastic source of media literacy materials for educators. Includes educators' exchange; teaching units, lessons, and support materials for K-12 for wide range of media issues; and a resource center with videos, teaching kits, articles, reviews and kids' books; discussion groups, etc. Lessons are referenced by different media (e.g., tv, newspapers, etc.) and by issues (gender portrayal, violence, etc.)

### Media Education Foundation

26 Center Street

Northampton, MA 01060

800-897-0089

WEB: <http://www.mediaed.org/>

An organization big on media research and video resources. Among other resources, they carry Sut Jhally, George Gerbner, and Jean Kilbourne videos.

### Center for Media Education

WEB: <http://www.cme.org/>

Carry a range of well-researched publications on kids and media largely targeted at parents. Also have a range of handbooks, fact sheets, reports, and press releases mainly re: television, electronic media, and kids.

Children Now: Children and Media

WEB: <http://www.childrennow.org/media/index.html>

Site contains some interesting public opinion surveys of young people, and research and articles on TV and print media's impact on children.

ACME: Action Coalition for Media Education

6400 Wyoming Blvd NE

Albuquerque, NM 87109; Phone: (505) 828-3377

WEB: <http://www.acmecoalition.org/>

An advocacy group which is committed to promoting media education, independent media production, and reform in response to the threat of transnational corporate media ownership.

Just Think Foundation

80 Liberty Ship Way, Suite 1

Sausalito, CA 94965

E-mail: [think@justthink.org](mailto:think@justthink.org); Phone: 415-561-2900

WEB: <http://www.justthink.org/>

They have an emerging web site with a teacher exchange, details on their new media literacy curriculum, and links to media literacy resources for teachers and parents.

AMLA: Alliance for a Media Literate America

721 Glencoe St.

Denver, CO 80220

E-mail: Faith Rogow, AMLA President [frogrow@earthlink.net](mailto:frogrow@earthlink.net)

WEB: <http://www.amlainfo.org/>

The AMLA is committed to promoting media literacy education that is focused on critical inquiry, learning, and skill-building. This national, grassroots membership organization will be a key force in bringing media literacy education to all 60 million students in the United States, their parents, their teachers, and others who care about youth.

**Assessment rubrics:**

**Research Paper (20%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Research Comprehensiveness	Includes 1-2 text resources by the educator	Includes 1-2 text resources and a web resource by the educator	Includes more than 2 text and more than 1 web resources by the educator	Includes everything for Comprehensive PLUS multiple secondary sources on the individual written by others
Writing Clarity	Shows an emerging clear and persuasive style	Written clearly, though lacking in persuasion	Written clearly and with depth and an emerging persuasive style	Includes everything for Comprehensive and ready for publication
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Case Study Research Paper (20%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Research Comprehensiveness	Includes a brief explanation of the 1 or 2 pieces of data collected	Includes an explanation of the multiple pieces of data	Includes a detailed explanation and justification for the multiple pieces of data collected	Includes everything for Comprehensive with supporting case study research literature
Research results	Detects little interaction/dynamics between student and media text	Finds the interaction between student and media text to involve more than what is at face value	Spots emerging complexities in terms of the student's prior knowledge, the media text and the viewing context	Detects and explains nuances among the student's prior knowledge, the media text and the viewing context
Writing Clarity	Shows an emerging clear and persuasive style	Written clearly, though lacking in persuasion	Written clearly and with depth and an emerging persuasive style	Includes everything for Comprehensive and ready for publication
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**T.V. Show Analysis (20%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Analysis Comprehensiveness	Includes a brief explanation of the T.V. show analytically	Includes an analytical explanation of the T.V. show beyond its face-value	Includes a detailed analysis of the T.V. show to explain the moral and cultural values it transmits, as well as the various nuances in terms of diversity	Includes everything for Comprehensive with an excellent complex analytical understanding
Presentation Clarity	Presents in an emerging clear and persuasive style	Presents clearly, though lacking in persuasion	Presents clearly and with depth and an emerging persuasive style	Includes everything for Comprehensive and ready for a professional conference presentation
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication or public presentation

**Media Memoir (10%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Answering the questions	Spent time on one of the questions	Elaborated on 1 to 2 questions	Elaborated in detail on 2 – 3 questions	Elaborated in descriptive detail on all questions
Writing Clarity	Shows an emerging clear and persuasive style	Written clearly, though lacking in persuasion	Written clearly and with intimacy and depth and an emerging persuasive style	Includes everything for Comprehensive and ready for publication
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Reading Log (10%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Content	Includes a “lite” reflection on a part of one chapter OR a media experience	Includes a “lite” reflection on a part of one chapter and a media experience	Includes a deep reflection on various parts of more than one chapter tied in with a media experience	Includes a deep reflection and dialogue between readings and a media experience(s)
Writing Clarity	Shows an emerging clear and persuasive style	Written clearly, though lacking in persuasion	Written clearly and with depth and an emerging persuasive style	Includes everything for Comprehensive and ready for publication
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Media Literacy Curriculum Unit (20%)**

<b>Criteria</b>	<b>Awareness</b>	<b>Basic</b>	<b>Comprehensive</b>	<b>Proficient</b>
Components	Missing more than one of the 4 components	Missing one of the 4 components	Includes all 4 components	Includes all 4 components with more than 5 lesson plans
Questions	Answers less than four of the questions	Answers four of the questions	Answers all five questions	Answers all five questions in an outstanding manner; ready for a publisher!
Writing Clarity	Shows an emerging clear and persuasive style	Written clearly, though lacking in persuasion	Written clearly and with depth and an emerging persuasive style	Includes everything for Comprehensive and ready for publication
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

## Loyola College in Maryland

RS 740  
THE ROLE OF THE READING SPECIALIST  
Fall 2003

**Instructor:** Dr. James F. Skarbek  
**Work Phone:** (410) 887-1426  
**Home Phone:** (410) 465-4378  
**Office Hours:** By Appointment  
**E-mail:** [jskarbek@bcps.org](mailto:jskarbek@bcps.org)

**Class Meeting:** Columbia-Tuesday 4:30-7:00 PM  
**Prerequisites:** Block 1 and 2

### **Required Text:**

Vogt, M.E. & Shearer, B.A. (2003). *Reading specialists in the real world: A sociocultural view*. Boston: Allyn and Bacon.

### **Required Readings:**

Bean, R.M., Swan, A.L., Knaub, R. (2003) Reading specialists in schools with exemplary reading programs: Functional versatile and prepared. *The Reading Teacher*, 56, 446-457.

Hernwood, Geraldine F. (2000). A new role for the reading specialist: Contributing toward a high school's collaborative educational culture. *Journal of Adolescent and Adult Literacy*, 43, 316-325).

Jaeger, Elizabeth L. (1998). The reading specialist as a collaborative consultant. In R.L. Allington (Ed.), *Teaching struggling readers* (pp. 91-99). Newark, Delaware: International Reading Association.

Quatroche, D.J., Bean, R.M., Hamilton, R.L. (2001). The role of the reading specialist: A review of research. *The Reading Teacher*, 55, 282-293.

### **Course Description:**

The role of the reading specialist as a literacy leader will be examined as it relates to students, parents, staff, and other stake holders. Current trends as they affect the role of the reading specialist will be emphasized. The course is consistent with the IRA Position Statement: Teaching All Children to Read: The Role of the Reading Specialist (2000). The model for teaching will be collaborative learning and include class discussion, independent study, reading assignments, research review, simulations, student presentations, and think pieces.

**Alignment with professional standards:**

Course Objectives/Outcomes	IRA Standards	Assignments	Performance-based Assessments
Be able to identify and implement the multiple roles of the reading specialist.	12.3, 16.1, 16.3	Roles of the reading specialist	Matrix, Graphic organizer
Recognize the importance of aligning goals, instruction, and assessment in all aspects of literacy education. Be versed in instructional intervention strategies and the implications of research in aligned fields that deal with the treatment of students with reading and learning difficulties. Know and recognize importance of respecting and addressing cultural, linguistic, and ethnic diversity.	3.2, 3.4, 3.5, 4.3, 4.4, 5.7, 12.4, 12.5, 12.6	Students and school performance analysis	Table, Rationale paper
Create a literate environment; use instructional and information technology; and implement strategies to include parents in the literacy development of their children	2.14, 5.1, 5.7, 5.8, 7.1, 11.3, 11.4, 11.5, 13.1, 13.2, 13.3	Parents as partners	Workshop plan, Evaluation form
Initiate and participate in curriculum development; select and evaluate instructional materials; and determine effectiveness of the literacy curriculum	12.1, 12.3-12.6	Curriculum development project	Force field analysis chart, Implementation plan/analysis
Work with paraprofessionals by providing professional development, assisting in planning, and providing feedback about the interaction with children	15.1-15.4, 11.2, 11.4, 13.4, 13.6	Supervision of paraprofessionals	Observation notes, Reflection

### **Specific Educational Objectives of the Course:**

At the completion of the course, the student will:

1. Recognize the importance of aligning goals, instruction, and assessment in all aspects of literacy education. **(Knowledge Base) 2.0**
2. Know and recognize the importance of creating programs that address instructional strengths and needs while valuing cultural, linguistic, and ethnic diversity. **(Individual Differences) 3.0**
3. Be versed in instructional intervention strategies and the implications of research in aligned fields that deal with the treatment of students with reading and learning difficulties. **(Reading Difficulties) 4.0**
4. Create a literate environment; use instructional and information technologies; and implement strategies to include parents in the literacy development of their children. **(Creating a Literate Environment) 5.0**
5. Be able to identify and implement the multiple roles of the reading specialist. Organize and enhance reading programs by communicating information about reading to students, parents, colleagues, administrators, and other decision makers. **(Communicating Information about Reading) 11.0**
6. Initiate and participate in curriculum development; select and evaluate instructional materials; and determine the effectiveness of the literacy curriculum. **(Curriculum Development) 12.0**
7. Work with paraprofessionals by providing professional development, assisting in planning, and providing feedback about their interaction with children. **(Supervision of Paraprofessionals) 15.0**
8. Support and participate in efforts of professional organization; network with colleagues; and write and make presentations. **(Professionalism) 16.0**

### **Conduct of the Course:**

The model for teaching will be collaborative learning. The course will be delivered using case studies, class discussion, cooperative learning, independent study, reading assignments, research reviews, simulations, student presentations, think pieces, and vignettes. Students will maintain a reflection journal and make an oral presentation. The presentations will be accompanied by written papers to be distributed to all participants. A rubric for writing will be used to assess written work.

Attendance at all sessions is expected; however, one session will be excused for emergencies. All other absences must be arranged with the consent of the instructor.

## **Grading:**

### **Roles of the Reading Specialist (20%)**

In order to understand the multiple roles of the reading specialist you will be interviewing a reading specialist, reading articles, and discussing your findings with the class. As a class, we will create a list of reading specialist activities classified as to instruction, assessment, and leadership (local, state, and national) roles. (The assigned readings will help with this). You will use this list to complete the interview assignment.

- (a) Interview a reading specialist to identify the activities in which he/she is engaged. If the reading specialist does not mention activities we have listed, try to find out why those activities were not included. Inquire as to activities the reading specialist would like to add or delete.
- (b) Create a matrix comparing your list with activities identified by the reading specialist.
- (c) Using what you learned from your readings, class discussions, and interview, create a graphic organizer to show how you would supervise, coordinate, and support all reading specialists responsibilities.

### **Student and school performance analysis (20%)**

As a reading specialist you will need to know about the literacy achievement of the school and how to best meet the needs of struggling readers. For this assignment you must:

- (a) Describe the population of lowest proficiency in your school. Include a description of students' cultural, linguistic, and ethnic backgrounds.
- (b) Use the internet to research federal, state, and local literacy programs. Create a table describing program and target audience.
- (c) Find out what literacy materials are currently available and in use at your school.
- (d) Write a two to four page rationale explaining which programs would be appropriate for your population and why.

### **Parents as Partners (20%)**

As a group, develop a plan for a series of three parent workshops based on research in literacy and general education. The workshops should address how to: 1) create a literate learning environment at home; 2) select and use literature and web resources; and 3) reinforce comprehension strategies at home. Include session objectives, and both instructional and assessment strategies. As you plan your workshops, remember to assess and make use of parents' prior knowledge and experiences. In each workshop provide direct instruction and modeling as appropriate. Include a workshop evaluation form to evaluate your effectiveness.

### **Curriculum development (20%)**

Identify a research based curricular innovation that would enhance the literacy program of your school. Tell whether the innovation is a result of work at the local, state, or national level. Keep in mind the student population you are addressing. Construct a force field analysis chart identifying enabling and constraining factors within your school. In a 3-4 page paper describe the innovation (including the research base that

supports it) and explain how you plan to build upon the enabling factors and address the constraining factors in order to implement the innovation.

**Supervision of Paraprofessionals (20%)**

Plan to observe and conference with one paraprofessional working with students at least two times. If possible, videotape the lessons. After the first observation meet to discuss strengths and areas for improvement and then together plan a follow-up lesson that incorporates your recommendations related to instruction and/or assessment. Keep in mind the strengths and weaknesses of the students and the resources that the paraprofessional has available. Be sure that your suggestions are supported by research and clearly communicated to the paraprofessional in a professional manner. Observe the follow-up lesson and once again meet with the paraprofessional to critically evaluate the lesson. Type up your observation notes and write a reflection that describes what you learned about your observation, evaluation, and communication skills.

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Readings to Complete BEFORE CLASS</b>	<b>Class Topic/Assignment Due</b>
1		Examining the Role of the Reading Specialist
2	Chapters 1 & 2 Required Reading – Quatroche, et.al.	Establishing a Literacy Plan
3	Chapter 3	Components of a Needs Assessment <b>Assignment: Roles of the Reading Specialist</b>
4	Chapter 4	Providing for Individual Strengths and Weaknesses
5	Chapter 5 Required Reading – Bean, et.al.	Reframing Literacy Intervention
6	Chapter 6	Addressing issues of Culture and Language <b>Assignment: Student and School Performance</b>
7	Chapter 7	Planning Intervention for Low Proficiency Students
8	Chapter 8 Required Reading - Jaeger	Implementing Reading Language Arts Program

9	Chapter 10	Serving as Peer Partner and Cognitive Coach <b>Assignment: Parents as Partners</b>
10	Chapter 9 Required Reading - Hernwood	Selecting and Evaluating Instructional Material
11	Chapter 11	Planning and Providing Professional Development <b>Assignment: Curriculum Development</b>
12	Chapter 12	Working with Adults
13	Chapter 13	Moving the Field Forward <b>Assignment: Supervision of Paraprofessionals</b>

### **Bibliography:**

- Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison-Wesley, Longman.
- Bear, D., Templeton, S., Invernizzi, M., & Johnson, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Blachowicz, C., & Fisher, P.J. (2002). *Teaching vocabulary in all classrooms* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Buehl, D. (2001). *Classroom strategies for interactive learning* (2<sup>nd</sup> ed.). Newark, DE: International Reading Association.
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- Robb, L. (2000). *Redefining staff development: A collaborative model for teachers and administrators*. Portsmouth, NH: Heinemann.
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- Ruddell, R.B. (2002). *Teaching children to read and write: Becoming an effective literacy teacher* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Thompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> century: A balanced approach* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

### **Assessment Rubrics:**

#### **Roles of the Reading Specialist (20%)**

- Proficient:** Matrix identifies specific activities for instruction, assessment, and leadership roles. Conclusions are consistently supported by relevant information. Text is uniformly organized and language choices enhance the text. Writing is error-free in grammar, spelling, and usage.
- Comprehensive:** Matrix identifies general activities for instruction, assessment and leadership roles. Conclusions are mostly supported by relevant information. Text is generally organized and language choices tend to enhance the text. Writing has few errors in grammar, spelling and usage.
- Basic:** Matrix identifies few activities for instruction, assessment and leadership roles. Conclusions are supported by limited relevant information. Text is partially organized and language choices are adequate for the text. Writing has some errors in grammar, spelling, and usage.
- Awareness:** Matrix is vague as to instruction, assessment, and leadership roles. Conclusions are sometimes supported by relevant information. Text lacks organization and language choices seldom enhance the text. Writing has many errors in grammar, spelling, and usage that interfere with communication.

#### **Student and school performance analysis (20%)**

- Proficient:** Population is fully described using descriptors and table is inclusive. Explanation links population and program by consistently using relevant information. Text is uniformly organized and language choices enhance the text. Writing is error free in grammar, spelling, and usage.
- Comprehensive:** Population is adequately described using descriptors and table is general. Explanation links population and programs by using mostly relevant information. Text is generally organized and language choices tend to enhance the text. Writing has few errors in grammar, spelling, and usage.

Basic: Population is partially described using descriptors and table is basic. Explanation links population and programs by using limited relevant information. Text is partially organized and language choices are adequate for the text. Writing has some errors in grammar, spelling, and usage.

Awareness: Population is vaguely described using descriptors and table is sketchy. Explanation sometimes links population and program by using some relevant information. Text lacks organization and language choices seldom enhance the text. Writing has many errors in grammar, spelling, and usage that interfere with communication.

### **Parents as Partners (20%)**

Proficient: Plan fully identifies objectives, instructional strategies, and assessment strategies for creating a literacy environment and using technology to support literacy learning. How objectives and strategies are aligned is fully explained. Text is uniformly organized and language choices enhance the text. Writing is error-free in grammar, spelling, and usage.

Comprehensive: Plan adequately identifies objectives, instructional strategies, and assessment strategies for creating a literacy environment and using technology to support literacy learning. How objectives and strategies are aligned is adequately explained. Text is generally organized and language choices tend to enhance the text. Writing has few errors in grammar, spelling, and usage.

Basic: Plan basically identifies objectives, instructional strategies, and assessment strategies for creating a literacy environment and using technology to support literacy learning. How objectives and strategies are aligned is partially explained. Text is partially organized and language choices are adequate for the text. Writing has some errors in grammar, spelling, and usage.

Awareness: Plan partially identifies objectives, instructional strategies, and assessment strategies for creating a literacy environment and using technology to support literacy learning. How objectives and strategies are aligned is vague. Text lacks organization and language choices seldom enhance the text. Writing has many errors in grammar, spelling, and usage that interfere with communication.

### **Curriculum development (20%)**

Proficient: Enabling and constraining factors are fully identified. Plans fully explains how enabling factors will be built upon and constraining

factors will be addressed. Text is uniformly organized and language choices enhance the text. Writing is error-free in grammar, spelling, and usage.

Comprehensive: Enabling and constraining factors are adequately identified. Plan adequately explains how enabling factors will be built upon and constraining factors will be addressed. Text is generally organized and language choices tend to enhance the text. Writing has few errors in grammar, spelling, and usage.

Basic: Enabling and constraining factors are generally identified. Plan vaguely explains how enabling factors and constraining factors will be addressed. Text is partially organized and language choices are adequate for the text. Writing has some errors in grammar, spelling, and usage.

Awareness: Enabling and constraining factors are partially identified. Plan partially explains how enabling factors will be addressed. Text lacks organization and language choices seldom enhance the text. Writing has many errors in grammar, spelling, and usage that interfere with communication.

### **Supervision of Paraprofessionals (20%)**

Proficient: Plan fully aligns observations, instructional and assessment strategies and reflections. Text is uniformly organized and language choices enhance the text. Writing is error-free in grammar, spelling, and usage.

Comprehensive: Plan adequately aligns observations, instructional and assessment strategies, and reflections. Text is generally organized and language choices tend to enhance the text. Writing has few errors in grammar, spelling, and usage.

Basic: Plan basically aligns observations, instructional and assessment strategies, and reflections. Text is partially organized and language choices are adequate for the text. Writing has some errors in grammar, spelling, and usage.

Awareness: Plan vaguely aligns observations, instructional and assessment strategies, and reflections. Text lacks organization and language choices seldom enhance the text. Writing has many errors in grammar, spelling, and usage that interfere with communication.

**Loyola College in Maryland**

RS 737  
READING ASSESSMENT AND DIAGNOSIS I  
Fall 2003

**Instructor:** Maureen S. Beck  
**Cell Phone:** (410) 868-3694  
**Home Phone:** (717) 235-3694  
**E-mail:** LadyMSB274@AOL.com

**Class Meeting:** Wednesday, 4:30-7:00 PM  
**Prerequisites:** Block 1 and 2

**Required Texts:**

Bracey, G. W. (2000). *A short guide to standardized testing*. Bloomington, ID: Phi Delta Kappa Educational Foundation.  
Calkins, L., Montgomery, K., & Santman, D. (1998). *A teacher's guide to standardized reading tests: Knowledge is power*. Portsmouth, NH: Heinemann.

**Selected articles:**

Beckham-Hungler, D, & Williams, C. (2003). Teaching words that students misspell: Spelling instruction and young children's writing. *Language Arts*, 80(4), 299-309.  
Calfee, R. & Hiebert, E. (1996). Classroom assessment of reading. In R. Barr, M. Kamil, P. Mosenthal, & P. Pearson (Eds.), *Handbook of reading research, Vol. II* (pp. 281-309). Mahwah, NJ: Lawrence Erlbaum.  
Kern, D., Andre, W., Schilke, R., Barton, & Mcguire, M.C. (2003). Less is more: Preparing students for state writing assessments. *The Reading Teacher*, 56(8), 816-826.

**Course Description:**

The major emphasis of this course is on group assessment and diagnosis of literacy. It will emphasize the reading specialist role in understanding, using, and interpreting standardized and informal tests in reading, spelling and writing as a diagnostic basis for generating appropriate instructional decisions for all learners. The course will examine strategies for standardized test preparation that are compatible with best practices in literacy instruction and communication with other professionals and parents.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Research standardized reading tests and communicate information to other professionals	14.1, 14.3, 16.1	Researching the test	Table or graphic organizer
Research how children approach testing and use this data to plan appropriate test preparation	14.1, 14.2, 14.3	Standardized test preparation	Case studies
Interpret standardized tests and communicate the results to parents	5.8, 11.4, 11.5, 13.6, 14.1, 14.3	Interpreting the results	Letter to parents
Select, administer, and interpret writing assessments including implications for practice	2.1, 2.9, 3.2, 9.1, 10.1, 10.2, 11.2, 12.2, 16.3, 16.6	Writing assessments	2-3 page paper
Select, administer, and interpret spelling assessments including implications for practice	2.9, 3.2, 3.3, 10.1, 10.2, 11.2, 12.2, 16.3, 16.6	Spelling assessments	2-3 page paper
Select, administer, and interpret motivation/metacognition assessments including implications for practice	2.8, 2.9, 3.2, 10.1, 10.2, 11.2, 12.2, 16.3, 16.6	Motivation/metacognition assessment	2-4 page paper

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Research standardized reading tests and communicate information to other professionals
2. Research how children approach testing and use this data to plan appropriate test preparation
3. Interpret standardized tests and communicate the results to parents
4. Select, administer, and interpret writing assessments including implications for practice
5. Select, administer, and interpret spelling assessments including implications for practice
6. Select, administer, and interpret motivation/metacognition assessments including implications for practice

### **Conduct of the Course:**

This course will involve students in active learning through discussions, projects, group work and presentations. Students will meet regularly in small groups to discuss readings, assignments and to provide peer review of work. Technology will be used by the students and instructor as a tool for communication and learning.

### **Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a purple pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1" margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). **PROOFREAD** your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

### **Grading:**

#### ***Standardized reading assessment***

#### **Part I: Researching the test (20 points)**

As a result of NCLB public school students will be taking more standardized reading tests and the results may impact promotion and graduation. It is crucial that we know how the tests are scored and how the results are reported so that we can help other professionals and parents understand what the results actually mean. Understanding the tests your students will take is a key step. First, find out what standardized reading tests are given at your school and at what grade levels are they given. Go to the library and learn more about the test in the *Mental Measurements Yearbook (MMY)*. Specifically, find out about the norming population used and the test's validity. Next, interview an administrator to find out the following information:

- Why was this test selected? By whom?
- What scores are reported to a) teachers; b) parents; and c) the media?
- What was the total number possible for the raw score of each subtest? (This helps understand the percentiles).
- What was the range of scores for students in your grade level?
- How are the student scores spread around the average score?

Report what you learned in a well-organized table or graphic organizer that can be shared with other reading professionals.

**Part II: Test preparation (25 points)**

Give your class at least two practice tests (you can use subtests of the same test). During one test carefully observe a successful reader and during the other test carefully observe a struggling reader. While the student is taking the practice test observe the order in which she/he proceeds, what kinds of notes she/he takes, how she/he keep track of her/his place, if she/he is focused or distracted, and other relevant information. Be sure to take clear notes while you are observing. After the test, conference individually with each student to learn about how they approached the test. Specifically, you may want to ask the student to explain the order in which she/he completes the test, what she/he does when she/he does not know an answer (try to get the student to elaborate on their thinking), and what she/he does after finishing all the questions (does she/he check answers? How?). Revisit chapters 6, 7, and 8 in Calkins to decide on questions and observation foci. Analyze your data and write a well-organized 3-5 page case study detailing what you learned from observing and interviewing each test taker. Your conclusions should include implications for test preparation. In class we will discuss our findings in small groups.

**Part III: Interpreting the results (20 points)**

Once the tests are given there is often a sigh of relief—until the results are disseminated. What results and how they are reported can vary widely and impact you and your students.

Using a recent copy of your class standardized reading test results, the data from Part I, our class readings and discussions, and what you learned in your Research course, we will discuss what the scores actually tell us and the many interpretations possible. Synthesize this information into a 1-2 page parent letter which explains in jargon-free language how to interpret their child’s test scores and how this relates to other reading assessments you have done throughout the school year. Share a draft of your letter with your principal and incorporate her/his comments into your final copy.

**Writing and spelling assessments (25 points each)**

As a class we will critique a variety of performance-based writing and spelling assessments used for students in elementary, middle, and secondary school. Based on your knowledge of your students and your teaching context, select a writing assessment and a spelling assessment to administer to your class. After each assessment, carefully evaluate the students’ work and write a 2-3 page paper addressing the following questions about the instrument and student results. Be prepared to share your results and what you learned with your small group.

Assessment instrument	Students
1. Why did you pick this instrument?	1. How did you prepare your students for this assessment?
2. What are the strengths and weaknesses of this instrument?	2. Create a table to show what you learned about each student.
3. Did the rubric provide useful information about your students?	3. Describe the implications for instruction
4. Was the rubric user-friendly?	
5. What will you do differently next time?	

**Motivation/metacognition assessment (25 points)**

In class we will examine a variety of motivation and metacognition surveys that can be administered to a whole class. We will also discuss how to interpret the results and use this information to aid instructional decisions. Depending on your grade level and other contextual factors, select one of the instruments to administer to your class. Share a preliminary analysis of the data which includes interpreting the results and impact on instruction with your small group. Based on the group input revise your analysis as necessary. Your final analysis should be 2-4 pages and the raw data must be attached (remember to black out names).

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project: TBA**

**Academic Integrity:**

**THE HONOR CODE**

The honor code states that all students of the Loyola College community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are products of their own mind demonstrate respect for themselves and the community in which they study. All outside resources of information should be clearly acknowledged. If there is any doubt or question regarding the use and the documentation of outside sources for academic assignments your instructor should be consulted. Any violations of the Honor Code will be handled by the Honor Council.

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1		Introductions, discuss syllabus Assessment knowledge rating
2	Calfee & Hiebert	Internal/external assessment: What’s the difference?
	Ch. 1 & 2 Bracey p. 1-13	Standardized reading tests: What do we know? What should we know?
3	Ch. 3 Bracey p. 14-39	Standardized testing and best practices MOTIVATION/METACOGNITION ASSESSMENT

4	Ch. 4 Kern, et al	Writing assessment: What should we know? RESEARCHING THE TEST
5	Beckham-Hungler	Spelling assessment: What should we know?
6	Ch. 5	Preparing for standardized reading assessment
7	Ch.. 6	Revisiting the test passages SPELLING OR WRITING ASSESSMENT
8	Ch. 7	Getting to know the test format
9	Ch. 8	What students can tell us about taking tests SPELLING OR WRITING ASSESSMENT
10	Ch. 9	Classroom environment and assessment
11	Ch. 10 Bracey p. 45-52	Interpreting standardized test scores
12	Ch. 11	Being proactive: Advocating for fair testing TEST PREPARATION
13		Semester review LETTER TO PARENTS

### **Bibliography:**

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- Chandler, K. (2000). What I wish I'd known about teaching spelling. *English Journal*, 89(6), 87-95.
- Cooper, D & Kiger, N. (2002). *Literacy assessment: Helping teachers plan instruction*. Boston, MA: Houghton Mifflin Company
- Darling-Hammond, L. (1989). Curiouser and curiouser: Alice in testingland. *Rethinking Schools* 3(2), 1-17.
- Darling-Hammond, L. (1994). Performance –based assessment and educational equity. *Harvard Educational Review* 64, 5-30.
- Edelsky, C. (1991). *With literacy and justice for all*. New York: Falmer Press.
- Falk, B., et al (1998) *The elementary literacy profile*. New York: National Center for Restructuring Education, Schools, and Teaching (NCREST).
- Gonzalez, V. (1997). *Assessment and instruction of culturally and linguistically diverse students with of at risk of learning problems*. Boston, MA: Allyn and Bacon.
- Hanson, F. A. (1993). *Testing testing*. Berkeley, CA: University of California Press.
- Katzman, J. & Hodas, S. (1995). *Class action: How to create accountability, innovation, and excellence in American schools*. New York: Villard.
- National Center for Fair and Open Testing. (1995). *Principles and indicators for student assessment systems*. Cambridge, MA.
- Perfetti, C. (1997). The psycholinguistics of spelling and reading. In C. Perfetti, L. Rieben, & M. Fayol (Eds.). *Learning to spell: Research, theory and practice across languages* (pp. 21-38). Mahwah, NJ: Erlbaum.
- Tucker, M. S. & Coddling, J. B. (1998). *Standards for our schools*. San Francisco, CA: Jossey-Bass.

Webster, R. McInnis, E. & Crover, L. (1986). Curriculum biasing effects in standardized and criterion referenced reading achievement tests. *Psychology in the Schools*, 23, 205-213.

Wiggins, G. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco, CA: Jossey-Bass.

Williamson, M.M. (1993). *An introduction to holistic scoring: The social, historical, and theoretical context for writing assessments*. In M. M. Williamson & B.A. Huot (Eds.). *Validating holistic scoring for writing assessments*. (pp. 1-44). Cresskill, NJ: Hampton Press.

**Assessment rubrics:**

**Researching the Test (20 points)**

<b>Criteria</b>	<b>Awareness 7 points</b>	<b>Basic 8 points</b>	<b>Comprehensive 9 points</b>	<b>Proficient 10 points</b>
Content	Many questions (library & interview) are not addressed	Some questions (library & interview) are clearly addressed	Most questions (library & interview) are clearly addressed	All questions (library & interview) are clearly addressed
Presentation	Table or organizer is sloppy or difficult to use, many spelling errors	Table or organizer is neat, few spelling errors	Table or organizer and easy to use, spelling is error-free	Table or organizer is neat and easy to use, spelling is error free

**Test Preparation (25 points)**

<b>Criteria</b>	<b>Awareness 7 points</b>	<b>Basic 8 points</b>	<b>Comprehensive 9 points</b>	<b>Proficient 10 points</b>
Case study	Narrative describes either what you observed or what you learned from the interviews. <3 or > 5 pages	Narrative describes what you observed and learned from the interviews..3-5 pages	Narrative clearly describes what you observed and learned from the interviews. At least one example is cited. 3-5 pages	Narrative describes in detail what you observed and learned from the interviews. Multiple examples are cited. 3-5 pages
Conclusions	Does not provide suggestions for test preparation based on data collected	Provides at least one suggestion for test preparation based on data collected	Provides several suggestions for test preparation based on data collected	Provides several detailed suggestions for test preparation based on data collected
Mechanics	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Interpreting the Results (20 points)**

<b>Criteria</b>	<b>Awareness 14 points</b>	<b>Basic 16 points</b>	<b>Comprehensive 18 points</b>	<b>Proficient 20 points</b>
Letter	Letter explains accurately how to interpret standardized test results. <1 or >2 pages	Letter explains accurately how to interpret standardized test results and how they relate to other reading assessments. 1-2 pages	Letter explains accurately and in reader friendly terms how to interpret standardized test results and how they relate to other reading assessments. 1-2 pages	Letter explains accurately and in reader friendly terms how to interpret standardized test results and how they relate to other reading assessments. Writing is fluent. 1-2 pages
	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Motivation/metacognition Assessment (25 points)**

<b>Criteria</b>	<b>Awareness 7 points</b>	<b>Basic 8 points</b>	<b>Comprehensive 9 points</b>	<b>Proficient 10 points</b>
Analysis	Interpretation of results does not reflect careful analysis. Implications for instruction are described generally <2-or >4 pages	Interpretation of results reflects careful analysis. Implications for instruction are clearly described.. 2-4 pages	Interpretation of results reflects careful analysis supported by data. Implications for instruction are linked to the data and clearly described.. 2-4 pages	Interpretation of results reflects careful analysis supported by data. Implications for instruction are linked to the data and clearly described. Writing is fluent. 2-4 pages
Raw data	<b>0 points</b>			<b>5 points</b>
	Not included			Included
Mechanics	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Spelling and Writing Assessments (25 points each)**

<b>Criteria</b>	<b>Awareness 7 points</b>	<b>Basic 8 points</b>	<b>Comprehensive 9 points</b>	<b>Proficient 10 points</b>
Assessment instrument	Some questions are answered completely and accompanied by clear rationales. <2 or >3 pages	Most questions are answered completely and accompanied by clear rationales.. 2-3 pages	All questions are answered completely and accompanied by clear rationales.. 2-3 pages	All questions are answered completely and accompanied by clear rationales. Writing is fluent. 2-3 pages
Students	Some questions are answered completely and accompanied by clear rationales. <2 or >3 pages	Most questions are answered completely and accompanied by clear rationales.. 2-3 pages	All questions are answered completely and accompanied by clear rationales.. 2-3 pages	All questions are answered completely and accompanied by clear rationales. Writing is fluent. 2-3 pages
Mechanics	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Loyola College in Maryland**

RS 739  
ASSESSMENT AND DIAGNOSIS II  
Fall 2003

**Instructor:** Maureen Beck  
**Cell phone:** (410) 868-3694  
**Home Phone:** (717) 235-3694  
**E-mail:** [LadyMSB274@aol.com](mailto:LadyMSB274@aol.com)

**Class Meeting:** Wednesdays, 7:05-9:35PM  
**Prerequisites:** Block 1 and 2, RS737

**Required Texts:**

Burns, P. C., & Roe, B. (2001). *Informal reading inventory*. New York: Houghton Mifflin.  
Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.  
Clay, M. M. (1993). *Reading recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.  
Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

**Course Description:**

In general, the participants will learn to use a variety of reading assessment techniques, processes and instruments; learn to use data from individual assessments of reading to make instructional/educational decisions; and learn to use effective techniques for reporting assessment results to parents and others. The course will focus specifically on the struggling reader as an individual. Sensitive and accurate assessment of the struggling reader's often idiosyncratic literacy development is crucial for reading specialists.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Administer & write about assessment instrument from <i>Kidwatching</i>	10.1, 10.2, 12.7	Kidwatching report & analysis	Integrates work with children with theoretical work
Become aware of assessment research	1.6, 2.2, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 6.4, 6.5, 6.6, 11.2, 11.4,	Article review and critique; class readings & double-sided notes	Highlights of critique orally presented to class; double-sided notes can be both formative & summative assessment

Administer and write about results from Clay's Observation Survey	1.7, 2.9, 2.14, 4.1, 4.2, 4.3, 10.1, 10.2, 11.4, 11.5, 12.7	Observation Survey report and analysis	Integrates work with children with theoretical work
Administer and write about results from Burns & Roe IRI	1.7, 2.14, 4.1, 4.2, 4.3, 10.1, 10.2, 11.4, 11.5, 12.7, 13.6	IRI Report & Analysis	Integrates work with children with theoretical work
Understand the link between assessment and instruction		Double-sided notes on readings	Encourages ongoing reflective reading and writing

### **Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Administer and write about results from Clay's *Observation Survey*
2. Administer and write about the results of the Burns and Roe *Informal Reading Inventory*
3. Administer and write about assessment techniques from Owocki & Goodman's *Kidwatching*
4. Understand the link between assessment and instruction
5. Discuss a recent or seminal article in the assessment field
6. Understand the unique challenges of assessing and working with struggling readers

### **Conduct of the Course:**

This course will involve students in active learning through discussion, projects, group work and informal presentations. Occasional lectures will be focused on guidelines for administering the assessments listed in the course objectives. Technology will be used by the students and instructor for both communication and learning.

### **Class Guidelines:**

1. Come to class prepared to discuss previously assigned reading, double-sided notes in hand.
2. Please double-space your writing, use a 12-pt. font, and 1" margins. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
3. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). **PROOFREAD** your work--remember using a spell check is only part of the proofreading process. Human checks and human feedback are the best helps for the writing process.
4. As a professional, you are expected to attend all class meetings. Multiple unexcused absences and/or late arrivals will affect your final course grade.

## **Grading:**

### ***Major assignments***

#### **Double-sided notes (5 x 20 = 100 points)**

Summarize and reflect on the assigned readings using the double-sided note format. **You should complete notes for all chapters assigned, but only turn in the best ones for grading, from readings that provoked much reflection on your part.** The notes are due throughout the semester, as outlined in the course schedule. Select 5 entries for grading, an entry defined by being the notes and reflections on **ONE** chapter, for **20 points each**.

#### **Burns and Roe IRI Report and Analysis (100 points)**

Administer the IRI to a student who struggles with literacy. Write a report which you can share with the student's parents and teachers. Describe the testing situation, some background information on the student, results of the test, your opinion of the usefulness of the data, and some suggestions for instruction of the student (which could be included in an IEP). Also, meet with the student and explain the results and recommendations. Write a brief reflection describing your conference with the student.

#### **Observation Survey Report and Analysis (100 points)**

Administer the Observation Survey to a first grader who struggles with literacy. Summarize the results using the format in Clay's text. Write an analysis describing the testing situation, some background information on the student, your opinion of the usefulness of the data, and some suggestions for the instruction of the student.

#### **Article Review and Critique (100 points)**

Review a recent or seminal article on the assessment and/or instruction of the struggling reader. Summarize the main ideas or findings of the article, and offer your opinion of them. Be prepared to share your article with the class.

#### **Kidwatching Report and Analysis (100 points)**

Select an appropriate instrument from Kidwatching for use with either of the students you have worked with previously. Administer the test. In your write-up, tell why you chose this instrument, describe the observation context, your opinion of the usefulness of the data, and how the Kidwatching instrument contrasts and compares with the previous testing of this student.

**Total points = 500**

### **Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

Kidwatching report will synthesize results of previous assessment and allow graduate student to make recommendations for instruction of the struggling reader.

**TENTATIVE COURSE SCHEDULE**

<b>Class</b>	<b>Reading to complete BEFORE CLASS</b>	<b>Class topic/Assignment due</b>
1		Introduction to course
2	Clay, Observation Survey, Intro & chapters 1, 2	The power of observation; change in early literacy behavior; the reading & writing process
3	Clay, Observation Survey, chapters 3,4	Helping the struggling reader; Part one of the survey: running records; <b>1<sup>st</sup> set of double-sided notes due</b>
4	Clay, Reading Recovery, chapters 1, 2	Preventing reading and writing difficulties; individual instruction and acceleration in literacy
5	Clay, Observation Survey, chapters 5,6	Observation tasks: concepts about print, word tests, letter identification, writing, dictation; summarizing the Observation Survey results; <b>2<sup>nd</sup> set of double-sided notes due</b>
6	Burns & Roe, sections 1, 2	Review purpose, administration, scoring, advantages and disadvantages of the IRI; small group discussions;
7	Clay, Reading Recovery, chapters 3,4	Organizing for individual instruction; Reading Recovery teaching procedures; <b>Burns &amp; Roe IRI report due</b>
8	Clay, Observation Survey, chapter 7; Reading Recovery, chapter 5	How much of a difference has instruction made or when to discontinue individual instruction; revisit the power of observation; <b>Observation Survey report due</b>
9	Clay, Reading Recovery, chapter 6, Owocki & Goodman, preface, Chapter 1	Reading Recovery research; defining Kidwatching; <b>third set of double-sided notes due</b>
10	Owocki & Goodman, chapters 2,3	Sociocultural knowledge and experience; print awareness; <b>article critique due</b>
11	Owocki & Goodman, chapters 4, 5	Books and book handling; oral language; <b>4<sup>th</sup> set of double-sided notes due</b>
12	Owocki & Goodman, chapters 6, 7	Writing, oral reading and miscues; <b>5<sup>th</sup> set of double-sided notes due</b>
13	none	<b>Kidwatching report and analysis due</b>

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### **Assessment Rubrics:**

**Double-sided notes on field experience (100 points)**

<b>Criteria for each entry</b>	<b>Basic 14 points</b>	<b>Comprehensive 17 points</b>	<b>Proficient 20 points</b>
Summary	Identifies a few key points	Brief summaries that identify and clarify key points	Brief but thorough summaries; clearly identifies/clarifies key points
Response	Minimal response that does not consistently reflect higher level thinking	Response that consistently shows critical thinking	Responses indicate critical thinking through an integration of ideas in reading and your own ideas
Mechanics	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error-free in grammar, spelling, and usage. Ready for publication

**Burns and Roe IRI Report and Analysis (100 points)**

Criteria	Basic	Comprehensive	Proficient
Summary of results	Minimal or incomplete report of results	All IRI results given	Organized, detailed report of all IRI results
Recommendations for instruction	Few recommendations made	Complete recommendations for future instruction	Complete recommendations that show insight into child's thinking and future instructional needs
Mechanics	Some errors in grammar, spelling, and usage that interfere with the communication of whole written work	Few errors in grammar, spelling, and usage that interfere with parts of the written work	Error-free in grammar, spelling, and usage. Ready for publication.

**Observation Survey Report and Analysis (100 points)**

Criteria	Basic	Comprehensive	Proficient
Summary of results	Summary of survey not complete or minimal	All parts of survey reported/summarized	Thorough and detailed description of survey results and testing situation
Student's strengths highlighted	Little mention of child's strengths as a reader/writer	Thorough listing of child's strengths in reading/writing	Detailed description of child's strengths in reading and writing that provides an outline for future instruction linking the known to the unknown
Mechanics	Some errors in grammar, spelling, and usage that interfere with the communication of whole written work	Few errors in grammar, spelling, and usage that interfere with parts of the written work	Error-free in grammar, spelling, and usage. Ready for publication.

**Kidwatching Report and Analysis (100 points)**

Criteria	Basic	Comprehensive	Proficient
Appropriate instrument selected	Kidwatching instrument doesn't fit assessment situation or Minimal rationale for instrument choice	Gives rationale for instrument choice	Clearly explains rationale for instrument choice and how it extends or completes earlier assessments
Observations and recommendations	Few details included; limited recommendations	Appropriate details included; recommendations for future instruction included	A wealth of appropriate details included; thorough recommendations for instruction
Mechanics	Some errors in grammar, spelling, and usage that interfere with the communication of whole written work	Few errors in grammar, spelling, and usage that interfere with parts of the written work	Error-free in grammar, spelling, and usage. Ready for publication.

**Article Review and Critique (100 points)**

Criteria	Basic	Comprehensive	Proficient
Article selection	Article has little relation to assessment in reading/writing	Article relates to assessment in reading/writing	Article clearly relates to assessment in reading/writing and represents an advance in thought in the field
Critique	Opinion of article given but not supported	Opinion of article given and supported with several reasons	Opinion of article given; supported with many reasons; links ideas to practice
Mechanics	Some errors in grammar, spelling, and usage that interfere with the communication of whole written work	Few errors in grammar, spelling, and usage that interfere with parts of the written work	Error-free in grammar, spelling, and usage. Ready for publication.

## Loyola College in Maryland

### RS759 CURRENT ISSUES IN READING EDUCATION Fall 2003

**Instructor:** Debby Deal, Ph.D.  
**Office:** Beatty 121-3  
**Work Phone:** (410) 617-2134  
**Home Phone:** (703) 802-0563  
**Office Hours:** Tuesday 1-3 p.m. and by appointment  
**E-mail:** ddeal@loyola.edu

**Class Meeting:** Tuesday 7:05-9:30 p.m.  
**Prerequisites:** Block 1 and 2

**Required Texts:**

Robinson, R. D., McKenna, M.C., and Wedman, J.M. (2004). *Issues and trends in literacy education* (3<sup>rd</sup> ed.). Boston, MA: Pearson/Allyn & Bacon.

**Course Description:**

This course will address current issues in literacy education. Students will explore a common set of issues through a seminar approach and complete the action research project initiated in RS 600. Part of each class will be dedicated to developing the skills necessary to successfully analyze data and prepare a publishable action research study. An emphasis will be placed on effective written and oral communication skills and the ability to locate, interpret, and synthesize research.

**Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Fluently discuss and identify the pros and cons of current issues in literacy education including licensing of reading specialists	11.5, 13.6	Reading log entries  Plan & lead a seminar on current issue identified in text	Double entry reading log Seminar discussion guide and reflection
	11.4, 16.4	Write a letter to the media, PTA, MSDE or professional organization regarding teacher licensing	Professional letter
Develop and demonstrate leadership and oral/written communication skills	11.5, 13.6	Plan & lead a seminar on current issue identified in text	Seminar discussion guide and reflection

Interpret research related to literacy and communicate it to a broad audience	2.10, 2.11, 11.5, 14.1, 14.2, 14.3, 16.1, 16.6, 16.7, 16.8	Create a graphic organizer to represent the research question and data analysis plan	Data analysis plan
		Prepare a publishable action research report	Action research report
		Share the results of the study with the class	Action research presentation

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Analyze current issues and controversies within literacy education including licensing of reading specialists
2. Develop and demonstrate leadership skills
3. Develop and demonstrate oral and written communication skills
4. Interpret research related to literacy and communicate it to a broad audience

**Conduct of the Course:**

This course will be conducted as a seminar in which all students are expected to participate and take a leadership role in exploring and analyzing current issues related to literacy education. Each student will be responsible for leading preparing a study guide and leading the discussion for one session.

**Class Guidelines:**

1. Attend all class meetings. NOTE: If you will be absent please contact me prior to class time. Multiple absences or late arrivals will affect your final course grade.
2. Come to class prepared to participate in large and small group activities.
3. Submit and keep all graded work in a yellow pocket folder. This allows us to refer to graded assignments during class discussions and assures privacy when I return your work.
4. Please double-space your writing, use a 12-pt. font, and 1” margins on all written work completed out of class. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). **PROOFREAD** your work--remember using a spell check is only part of the proofreading process.
6. Complete and submit all assignments at the beginning of class unless otherwise instructed. Any work submitted late will receive a one-half letter grade deduction for every day that it is late.

## **Grading:**

### **Double entry reading log**

Choose any 6 chapters during the semester to complete a double entry reading log using the following format. On the left-hand side of your paper, write a brief summary of the reading. This should be no more than 1 page but should address the key points. You may do this in the format of your choice (i.e. narrative, bullets, graphic organizer, pictorially).

You may want to complete the response portion, on the right hand side of your paper, after the class discussion. On the right-hand side of your paper, write a narrative response to the reading. You may choose to respond to a specific aspect of the reading, exact quotation, or all of it. Write about questions/comments or connections to your own professional experiences or learning experiences, or related class discussions and readings that were generated by the reading/discussion. You may want to use the following prompts:

- The reading made me realize or wonder
- The discussion made me realize or wonder
- I used to think but now
- A question I have from the reading is
- The reading relates to
- I agree with the author(s) that
- I disagree with the author(s) that

### **Seminar leader**

With a partner select a reading from the syllabus and facilitate discussion of the reading. There are three distinct sections to this assignment.

- I. Study Guide: Your study guide must be e-mailed to me at least 2 days before your discussion. It should include the following:
  - A 2-3 page overview of the key points
  - A list of 4-6 discussion questions designed to elicit critical thinking and make connections with other course readings
- II. Class Discussion: Your presentation should be approximately 60 minutes long and include the following:
  - *Overview & Introduction:* A brief description (5-10 minutes) of the key points and how they relate to other course readings/discussions. **DO NOT READ YOUR STUDY GUIDE TO THE CLASS.**
  - *Discussion Questions:* Facilitate a discussion based on the questions your have prepared. Create questions that will engage the class, draw on classmate's professional experiences, create links with other readings and invite multiple perspectives. You can use 1 or 2 of the questions suggested in the book, but should generate the rest on your own. Assume that everyone has completed the reading and is prepared to participate! As the facilitator it is your responsibility to engage everyone in the discussion.
  - *Summary of the discussion:* Your presentation should conclude with a 5-10 minute summary of the key points discussed. While you are preparing your

summation, class members will write peer evaluations which address the strengths of your presentation and offers suggestions for improvement. You may want to take notes during the discussion and then list the key points on an overhead, computer screen, or chart during your summary. However, remember that you are the discussion leader so avoid getting bogged down taking notes. You might want to ask a classmate to be the recorder.

- III. *Reflection:* After your discussion, write a 1-2 page reflection addressing the strengths and weaknesses of your session. Integrate your peer feedback into your reflection. E-mail your reflection to me no later than one week after your discussion. Consider the following and support your statements with examples:
- How effective was your overview and questions? What did you learn? What do you think your classmates learned?
  - Did all classmates actively participate?
  - Was the discussion cohesive? In other words, did individuals respond to and build on each other's comments or were the comments isolated?
  - Did the group think critically? Did we analyze, synthesize, and evaluate? Did the discussion cause you or your classmates to revisit earlier theories or opinions?
  - Was your summary accurate? Did you succinctly summarize the discussion?

### **Professional letter**

Write a persuasive letter to a professional organization, the media, or local, state, or federal agency advocating certification for reading specialist. Your letter should demonstrate your understanding of the skills, dispositions, and knowledge needed to effectively support reading instruction and your awareness of the multiple roles of reading specialists. In addition to our course readings and discussions you should draw on research from literacy, general education, and related fields to support your position. In class, you will meet with a small group to critique each other's letters before preparing your final draft. Your final draft should be approximately 2 pages in length and printed on school letterhead.

### **Action Research Project**

This is the culmination of the research project that you began in your Reading Research course earlier in the program. In that course, you asked a researchable question, identified a compatible methodology, and developed a review of the relevant literature. Since then, with support from your peers and Program Advisor you have completed your data collection and hopefully, started to think about what the data means. In this course, we will bring your action research course to fruition by completing the final three steps; data analysis, final report, and presentation.

#### Data Analysis

1. Revisit your research question so it is fresh in your mind. Compile all your data and ask yourself the following questions. (This is a thought experiment you do not need to write anything down but carefully consider each question and be prepared to discuss your ideas and, most importantly, your concerns in class)

- What is the best way to analyze my data so that I will be able to answer my research question?
  - What procedures are appropriate (e.g. statistical analysis, coding by pattern or theme, developing matrices, inter-rater reliability, triangulation, etc.)?
  - How can I best organize the data?
  - What data is most critical? Will I use all my data? If not, why am I selectively using particular data?
2. Create a data analysis plan. Keep in mind the value of a carefully crafted plan and rigorous analysis. The goal is to be confident that your procedures will produce trustworthy findings relevant to your research question. It's helpful to start by organizing your data by source (i.e. by field notes, interviews, surveys, scores, etc.) and considering how to approach each set of data. Create an appropriate graphic organizer which shows your topic, research question, data sources, categories, and how you will analyze the data. Think about the story you will tell and propose a possible title. Bring this to class to share with your small group. This assignment will not be graded but I will give you written feedback.

### **Action Research Report**

My goal is for you to have a research report that is meaningful to you as a professional and a publishable paper. There are several journals that regularly publish action research as well as some of the local school divisions. We will explore these possibilities in class and then once you have decided on your target audience we will adapt the following expectations as necessary to meet publication guidelines. We will spend part of each class developing the skills necessary to analyze and communicate your data. You should follow APA5 guidelines and your final report should be 20-30 pages (including references).

#### *Introduction*

This is your opportunity to hook the reader by presenting your research question and rationale for pursuing it. Convince the reader that this is a worthwhile study that will contribute to our knowledge/understanding of literacy learning and teaching. Based on your literature review, what have other researchers learned about this topic that support the need for your study.

#### *Your Personal Lens*

What do you bring to the study? Consider how your personal and professional experiences (in the school and as a graduate student) define you as a literacy educator and researcher. How did your experiences lead you to this question? How does your lens influence the story you are going to unfold?

#### *Methodology*

Use your graphic organizer to compose a narrative describing how you collected and analyzed your data. Also include a rich description of the participants and setting. The setting may include your classroom, school, school division, and/or community. It is important to consider what is necessary to fully understand the context of your study as this may strongly influence your methods and findings.

### *Results and Discussion*

This is where you will report what you found and discuss the implications. What do your findings tell you about your question? If appropriate, share what else you learned. What can you conclude? This is the “so what” portion where you consider how your findings relate to those of other researchers (do they agree/disagree?). Revisit your review of the literature and remember to consider studies/theories from related fields such as psychology, special education, and general education. What next? In this section also discuss implications for future research and classroom application. Will you implement what you have learned? How? What new questions do you now have?

### *Self Reflection*

This is either the end of this journey or the beginning of your next one. What did you learn about yourself as a researcher and teacher? Has the act of inquiring into your practice changed the way you think about yourself, your students, other professionals, educational policy or education in general? If so, how? Have you been affirmed –how? Do you have plans for change—why and what are they? If you were to do this study again or begin a new one, what will you do the same? What will you do differently?

### **Presentation**

Our final two classes will be an action research conference open to all graduate students in the reading program. You may also want to invite your principal or other professionals with whom you work. I encourage you to consider your study at the State of Maryland International Reading Conference (SoMIRAC), which takes place every March, your local school division action research conference (if available), or one of the many literacy conferences put on by IRA or NCTE. I will share information on conferences in class. For your presentation, please prepare a 10-15 minute presentation and a 1-2 page abstract of your study. We will allow time for the audience to ask questions after each presentation. You may select any of the following presentation formats: (we will discuss the attributes of each one in class).

- A 15 minute power point presentation
- A round table discussion
- A poster session

### **Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

### **Final Exam:**

Your research paper and presentation serve as the final exam.

## TENTATIVE COURSE SCHEDULE

Class	Reading to complete BEFORE CLASS	Class topic/Assignment due
1		Introductions, course syllabus and course expectations. Brainstorm and discuss current issues in literacy education that are important to class members. <b>Sign up to lead a seminar</b>
2	Ch. 1	What are the current issues in <b>teacher education</b> ? I will lead the seminar and model each part
3	Ch. 2	<i>What are the current issues in <b>early literacy</b>?</i>
4	Ch. 3	What are the current issues in <b>family literacy</b> ? <b>DRAFT OF INTRO/PERSONAL LENS</b>
5	Ch. 6	What are the current issues in <b>adolescent literacy</b> ? <i>Research paper: statement of problem and minimum of 5 references</i>
6	Ch. 4	What are the current issues in <b>multicultural education</b> ? <i>Reading log #1</i>
7	Ch. 5	What are the current issues related to <b>comprehension</b> ? <b>DRAFT OF METHODOLOGY</b>
8	Ch. 7	What are the current issues related to <b>writing</b> ?
9	Ch. 8	What are the current issues related to <b>reading assessment</b> ? <b>DRAFT OF RESULTS/DISCUSSIONS</b>
10	Ch. 9	What are the current issues related to <b>technology</b> ? <i>Professional letter</i>
11	Ch. 10	What are the current issues related to <b>scientifically based reading research</b> ?
12		<b>FINAL ACTION RESEARCH REPORT DUE</b> <i>Research presentations</i> <i>Reading log #2</i>
13		<i>Research presentations</i> <i>Research paper</i>

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**Assessment rubrics:**

**Double-entry Learning Log (15 points each)**

<b>Criteria</b>	<b>Awareness 2 points</b>	<b>Basic 3 points</b>	<b>Comprehensive 4 points</b>	<b>Proficient 5 points</b>
Summaries	Brief summaries Identifies a few key points	Brief summaries Identifies most key points	Brief but thorough summaries Clearly identifies key points	Brief but thorough summaries Clearly identifies and clarifies key points
Personal response	Responses do not indicate integrative thinking	Responses sometimes indicate integrative thinking	Responses usually indicate integrative thinking	Responses consistently indicate integrative thinking
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Seminar reflection (15 points)**

<b>Criteria</b>	<b>Awareness 2 points</b>	<b>Basic 3 points</b>	<b>Comprehensive 4 points</b>	<b>Proficient 5 points</b>
Thoroughness	Does not meet most requirements	Meets some requirements	Meets most requirements	Meets all requirements
Thoughtfulness	Addresses effectiveness, participation, or thoroughness of discussion. Does not address strengths & weaknesses	Addresses effectiveness, participation, & thoroughness of discussion. Integrates peer feedback. Addressees either strengths & weaknesses	Clearly Addresses effectiveness, participation, & thoroughness of discussion. Integrates peer feedback. Addressees both strengths & weaknesses	Explicitly & clearly Addresses effectiveness, participation, & thoroughness of discussion. Integrates peer feedback. Explicitly addressees both strengths & weaknesses
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

### Seminar Leader

<b>Criteria</b>	<b>Awareness 2 points</b>	<b>Basic 3 points</b>	<b>Comprehensive 4 points</b>	<b>Proficient 5 points</b>
Overview and introduction	Any of the following: Key points are not clear. Overview is read. Exceeds time limit.	Some key points presented. Overview is fluent (not read). Stays within time limit.	Key points presented in logical manner. Overview is fluent (not read) & highlights at least one connection to other class readings. Stays within time limit.	Key points presented in logical and supported manner. Overview is fluent (not read) & highlights multiple connections to other class readings. Stays within time limit.
Discussion	Some class members are actively involved.	All class members are actively engaged	Most class members are actively engaged Mentions other readings/ discussions. Time is used productively	All class members are actively engaged. Scaffolds on other readings/ discussions & leads to meaningful connections. Time is used productively
Summary	Key points not addressed	Some key points from discussion shared.	Key points from discussion presented in organized fashion.	Key points from discussion presented in organized fashion. Key pts. written & displayed

### Study Guide

<b>Criteria</b>	<b>Awareness 6 points</b>	<b>Basic 9 points</b>	<b>Comprehensive 12 points</b>	<b>Proficient 15 points</b>
Study guide	Any of the following: *Work is late and/or incomplete *Questions do not require critical thinking *Multiple CUPS errors	Overview is approximately 2-3 pages. Some questions require critical thinking. Work is on time and includes most parts	Overview is 2-3 pages. Most questions require critical thinking. Work is on time & includes all required parts.	Overview is 2-3 pages. All questions require critical thinking. Work is on time & includes all required parts No CUPS errors



## Loyola College in Maryland

RS 758

PRACTICUM IN READING AND WRITING

*Loyola Summer Scholars*

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**Class meeting:** Monday through Thursday, 9AM – 12PM  
**Prerequisites:** Block 1 and 2, RS 737, RS 739

### **Required Texts:**

Bear, D., Templeton, S., Invernizzi, M. & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary and spelling* (2<sup>nd</sup> ed.). Upper Saddle River, JH: Merrill.

Burns, P. & Roe, B. (2002). *Informal reading inventory*. New York: Houghton Mifflin.

### **Course Description:**

In this, the culminating experience of the Reading Specialist program, the graduate student will assess and instruct two “Summer Scholars” (K-12 students) daily in all aspects of literacy. Reading and writing strategy work will be a major focus, as the students will range in ability from those who struggle with literacy to those who are gifted in reading and writing.

### **Alignment with professional standards:**

Course objectives/ outcomes	IRA standards	Assignments	Performance-based assessments
Assess a particular student’s needs and plan a course of instruction specifically tailored to a particular student’s needs in literacy  Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals	3.3, 3.4, 4.1, 4.2, 6.4, 10.1, 10.2	Initial assessment reports, one for each summer scholar	Assessment will help in planning daily lessons

<p>Assess a particular student's needs and plan a course of instruction specifically tailored to a particular student's needs in literacy</p> <p>Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals</p> <p>Understand the connection between assessment and instruction</p> <p>Understand the connection between reading and writing and how students can read to write, and write to read</p> <p>Teach reading strategies <i>in depth</i></p>	<p>1.1, 2.2, 2.4, 2.8, 2.14, 3.3, 3.4, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 6.4, 6.5, 6.6, 16.2, 16.3</p>	<p>Teaching journal; double-sided note format</p>	<p>Daily lesson plans side by side with lesson reflections encourages diagnostic teaching</p>
<p>Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals</p>	<p>5.8, 11.3, 11.4, 11.5, 13.1, 13.3, 13.6</p>	<p>Parent presentation</p>	<p>Feedback from parents who attend required; presentation is then ready for use at home school district</p>
<p>Assess a particular student's needs and plan a course of instruction specifically tailored to a particular student's needs in literacy</p> <p>Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals</p> <p>Understand the connection between assessment and instruction</p>	<p>10.1, 10.2, 11.1, 11.2, 11.3, 12.7, 16.7</p>	<p>Cumulative case study including final assessment, one for each Summer Scholar</p>	<p>Authentic writing project with parents and school personnel as audiences</p>

<p>Understand the connection between reading and writing and how students can read to write, and write to read</p> <p>Teach reading strategies <i>in depth</i></p>			
<p>Assess a particular student's needs and plan a course of instruction specifically tailored to a particular student's needs in literacy</p> <p>Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals</p> <p>Understand the connection between assessment and instruction</p> <p>Understand the connection between reading and writing and how students can read to write, and write to read</p> <p>Teach reading strategies <i>in depth</i></p>	<p>3.1, 3.4, 5.1, 13.5, 16.2</p>	<p>Written reflection on video taped lesson</p>	<p>Small group will (gently) analyze lesson, one of 2 that will be video/audio-taped; personal reflection on experience helps improve practice</p>

**Specific Educational Objectives of the Course:**

At the completion of the course, the student will be able to:

1. Assess a particular student's needs and plan a course of instruction specifically tailored to a particular student's needs in literacy
2. Think, act, and teach as a reading specialist including communicating with parents, students, and allied professionals
3. Understand the connection between assessment and instruction
4. Understand the connection between reading and writing and how students can read to write, and write to read
5. Teach reading strategies *in depth*

**Conduct of the Course:**

The actual assessment and tutoring of the summer scholars will make up the bulk of the time spent in the practicum, but each graduate student will meet, daily, with the instructor and a small group of graduate students to discuss issues and ideas related to instruction.

Each student will be video or audio-taped for at least two lessons (depending on parent permission). Each graduate student will choose one tape for analysis in the small group sessions as a way to improve and reflect on her practice.

### **Class Guidelines:**

3. Have your daily lesson plan journal and all materials ready before you teach each day.
2. For the assessment reports and case study, please double-space your writing, use a 12-pt. font, and 1" margins. On the first page of an assignment, include your name, course number, e-mail address, and the title of the assignment. (Save a tree, do not include a title page!). Staple multiple pages together, as I hate paper clips.
5. Be sure that your work demonstrates proper capitalization, usage, punctuation, and spelling (CUPS). PROOFREAD your work--remember using a spell check is only part of the proofreading process. Human checks and human feedback are the best helps for the writing process.

### **Grading:**

#### ***Major assignments***

#### **Initial assessment report (50 points, 2 reports = 100 points)**

During the practicum, assessment will be interwoven with instruction. During the first week, each summer scholar should be assessed with a variety of instruments which include the Burns & Roe IRI, Clay's Observation Survey, sight word assessments, writing assessments, spelling assessments and motivation assessments. By the end of the second week, an initial report for each Summer Scholar will be due from the graduate student. It should include initial scores, findings and observations from all assessments given and some ideas about instruction. The main point of this report is to organize the graduate student's thoughts about the Summer Scholars' strengths and weaknesses in literacy. 5 to 7 pages.

#### **Daily teaching journal (No points, it simply hurts you as an instructor and student not to complete it)**

This will have the "double-sided note" format used in many Loyola graduate classes. On one half of each page, the graduate student will plan each lesson. Each daily plan should include a read aloud, work with words (either phonics or vocabulary) and a writing component. On the other half of the page, the graduate student will write what actually happened in the lesson, what went well, what didn't go as well, and reflections on her teaching and the Summer Scholar's learning. Bulleted or outline format is fine for the lesson plan side, while proper prose is expected for the reflection side. While the actual teaching journal will not be graded, each graduate student is expected to complete it daily, and failure to do so will affect her/his final grade in the practicum.

#### **Parent presentation (75 points)**

Each graduate student will pick a literacy topic of interest to themselves and likely to interest parents, such as motivation, children's literature, vocabulary, spelling, standardized tests, etc. She/he will prepare a 30-40 minute parent presentation on the topic. During the final weeks of the practicum, we will schedule parent presentations during small group time. Each graduate student should collect feedback from the parents and other graduate students who attend. Since the instructor will not be able to see all the presentations, grading will be

based on the written copy of the presentation (Powerpoint or overheads and notes) and the feedback from the audience.

**Reflection on video lesson (75 points)**

After reviewing the tape with a small group, the graduate student will write a 4 to 6 page reflection on the lesson. It's important to identify ways to improve instruction in this process, but other than that, the assignment is wide open, so thoughts about the act of being taped, background information on the Summer Scholar's needs, essentially anything relevant to the tape can be included.

**Case study including final assessments (100 points, 2 case studies = 200 points)**

The final report on each Summer Scholar will be a compilation of the initial assessment report and report on final assessments given. It should be written in a professional manner appropriate for sharing with parents and school personnel who may incorporate all or part of it into an IEP. From the daily teaching journal, the graduate student will include her best lesson and reflection, her worst lesson and reflection, and a typical lesson and reflection. At least one page of the case study should tell about parent contact and concerns. Copies of the Summer Scholar's writing, with commentary from the graduate student, should be included. If appropriate, an audio or videotape of the Summer Scholar's work may be included. Finally, the graduate student should make recommendations about the Summer Scholar's future course of instruction in literacy.

**Total points possible = 450**

**Final Grade Distribution:**

95%	A
91%	A-
86%	B+
81%	B
77%	B-
74%	C+
70%	C
69% or lower	F

**Final Project:**

Case study for each Summer Scholar

**TENTATIVE COURSE SCHEDULE**

Readings will be taken from Bear, et al's *Words their way*. Each participant will be expected to have read this entire text BEFORE we begin the practicum. During the practicum, the instructor will assign particular sections for rereading and discussion. Individual graduate students may be directed to read particular sections for guidance in instructing her Summer Scholars. Since readings will be assigned as needed, even a tentative schedule is hard to outline.

### **Bibliography:**

- Afflerbach, P. (2000). Verbal reports and protocol analysis. In M. Kamil, P. Mosenthal, P.D. Pearson & R. Barr (Eds.), *Handbook of reading research, Vol. III* (pp. 163-179). Mahwah, NJ: Lawrence Erlbaum.
- Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison Wesley Longman.
- Anthony, R. J., Johnson, T. D., Mickelson, N. I., & Preece, A. (1991). *Evaluating literacy: A perspective for change*. Portsmouth, NH: Heinemann.
- Caldwell, J. S. (2002). *Reading assessment: a primer for teachers and tutors*. New York: Guilford Press.
- Calfee, R. & Hiebert, E. (1996). Classroom assessment of reading. In R. Barr, M. Kamil, P. Mosenthal, & P. Pearson (Eds.), *Handbook of reading research, Vol. II* (pp. 281-309). Mahwah, NJ: Lawrence Erlbaum.
- Calkins, L., Montgomery, K. , Santman, D. & Falk, B. (1998). *A teacher's guide to standardized tests*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Clay, M.M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Davenport, M. R. (2002). *Miscues not mistakes*. Portsmouth, NH: Heinemann.
- Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Johnston, P. (2002). Assessment in reading. In R. Barr, M. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research, Vol. I* (pp. 147-182). Mahwah, NJ: Lawrence Erlbaum.
- Owocki, G. & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.
- Strickland, K. & Strickland, J. (2000). *Making assessment elementary*. Portsmouth, NH: Heinemann.
- Wilde, S. (2000). *Miscue analysis made easy: Identifying and building on student strengths*. Portsmouth, NH: Heinemann.

**Action Research Project**

<b>Criteria</b>	<b>Awareness 2 points</b>	<b>Basic 3 points</b>	<b>Comprehensive 4 points</b>	<b>Proficient 5 points</b>
Introduction	Introduction does not hook. Does not make a convincing case that the study is needed or describe what other researchers have found	Introduction hooks the reader. Either makes a convincing case that the study is needed or describes what other researchers have found on this topic.	Introduction hooks the reader and makes a convincing case that the study is needed. Describes what other researchers have found on this topic.	Introduction hooks the reader and makes a convincing case that the study is needed. Describes what other researchers have found on this topic and connects it to your study.
Personal lens	Description of what you bring to the study is unclear.	Briefly describes what you bring to the study including how your personal or professional experiences define you as a literacy educator.	Describes what you bring to the study including how your personal and professional experiences define you as a literacy educator.	Fluently describes what you bring to the study including how your personal and professional experiences define you as a literacy educator. Examines how your lens influences the study.
Methodology	Data analysis procedures are not appropriate. Mentions participants or setting.	Data analysis procedures are appropriate and briefly described. Mentions participants & setting.	Data analysis procedures are appropriate and clearly described. Provides a description of participants & setting.	Data analysis procedures are appropriate and clearly described. Provides a rich description of participants & setting.
Results and discussion  ****NOTE THIS SECTION IS WORTH DOUBLE POINTS	Describes results. Conclusions do not match data. Mentions the “so what” or addresses implications for teaching or future research	Describes results. Conclusions match data. Mentions the “so what”. Addresses implications for teaching or future research	Clearly describes results. Conclusions match data. Discusses the “so what”. Addresses implications for teaching & future research	Thoroughly & clearly describes results. Conclusions match data. Discusses in detail the “so what”. Addresses implications for teaching & future research
Self-reflection	Addresses 1-2 questions in syllabus	Addresses some questions in syllabus	Thoughtfully addresses all but 1-2 questions in syllabus	Thoroughly & thoughtfully addresses all questions in syllabus
Mechanics	Many errors in grammar, spelling, and usage that interfere with the communication of the whole oral/written work	Some errors in grammar, spelling, and usage that interfere with parts of the oral/ written work	Few errors in grammar, spellings, and usage that interfere with one part of the oral/written work	Error- free in grammar, spelling, and usage. Ready for publication

**Action Research Presentation**

<b>Criteria</b>	<b>Awareness 6 points</b>	<b>Basic 9 points</b>	<b>Comprehensive 12 points</b>	<b>Proficient 15 points</b>
Presentation	Presentation lacks organization, thoroughness, and cohesion. Presentation and handout are poorly done. Time and handout length do not meet requirements	Presentation is thorough. Presentation and handout appear to be hastily done. Time or hand out length do not meet requirements	Presentation is fluent and thorough. Presentation and handout are well planned and meet time/page requirements.	Presentation is fluent, thorough, and cohesive. Presentation and hand-out are professional quality and meet time/page requirements