

Description:	<p>EDIC 621 – Explorations in Literacy The University of North Carolina at Chapel Hill, Peabody School of Education</p>
Program Course Information:	<p>PROGRAM: Online Add-On Literacy Licensure Program (Reading K-12) EDUC 621 SECTION 963 COURSE TITLE: Explorations in Literacy INSTRUCTOR NAME: Vickie Lineberry, vlineber@email.unc.edu, phone: (919) 967-6144 DATE SYLLABUS REVISED: August 2008 REQUIRED TEXT: Morrow, L., Gambrell, L., & Pressley, M. (2006). Best practices in literacy instruction (3rd Ed.). New York: Guilford. COURSE DESCRIPTION: EDUC 621 is a graduate survey course in the teaching of literacy. In this course, we will explore the nature of reading and writing, as well as the characteristics of developing readers and writers, with special emphasis on effective instructional practices in these areas. This course includes an exploration of what it means to be a reader/writer, the nature of reading and writing processes, and critical features of developmental phases of reading and writing. We will critique a variety of instructional practices and literacy programs in relation to what it means to be literate.</p>
UNC-CH School of Education Conceptual Framework:	<p>Preparing Leaders in Education The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community. The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p>For Equity and Excellence Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level. Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.</p> <p>Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.</p> <p>In a Democratic Society The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.</p> <p>School of Education Conceptual Framework Principles The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.</p> <p>The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and</p>

	<p>learning of all students in multiple contexts. Candidates possess the necessary content knowledge to support and enhance student development and learning. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.</p> <p>SOE Conceptual Framework Dispositions Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. To provide an overview of literacy theories and research to inform instructional practices. 2. To provide knowledge and understanding of major approaches to teaching or enhancing reading and writing at the different stages or phases of students' literacy development. 3. To provide knowledge and understanding of a number of specific skills, strategies, and methodologies for helping all learners to improve in reading and writing. 4. To provide an understanding of ways to differentiate reading and writing instruction to meet the needs of diverse learners. 5. To assist experienced teachers in understanding their roles as change agents and to assist them in becoming more effective teachers by informing their pedagogical decisions with recent theory and research on the reading and writing processes and instruction.
Course Standards (Addressed):	<p>School of Education Dispositions and Principles: NC-SOE-P1 Candidates possess the necessary content knowledge to support and enhance student development and learning.</p> <p>NC-SOE-P2 Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</p> <p>NC-T-RDT.M.1 Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction.</p> <p>NC-T-RDT.M.1.1 Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories</p> <p>NC-T-RDT.M.2 Standard 2: Instructional strategies and curriculum materials: Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.</p> <p>NC-T-RDT.M.2.1 Indicator 1: Establish meaningful and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based). Demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all learners. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices</p> <p>NC-T-RDT.M.2.2 Indicator 2: Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. Support teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices that address the differing stages of development, cultures, and linguistic backgrounds of learners. Assist teachers in selecting evidenced-based reading practices to best meet the needs of all learners.</p>

Demonstrate the practices in their own teaching and in demonstration teaching

NC-T-RDT.M.2.3 Indicator 3: Facilitate effective reading instruction for learners at different stages of reading/writing development and from different cultural/ linguistic backgrounds by using a wide range of curriculum materials. Support classroom teachers and paraprofessionals in the acquisition and use of a wide range of curriculum materials. Explain the evidence base for selecting materials and methods to best meet the needs of all learners. Demonstrate the effective use of reading and writing materials and practices in their own teaching and demonstration lessons

NC-T-RDT.M.3 Standard 3: Assessment, diagnosis, and evaluation: Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

NC-T-RDT.M.3.1 Indicator 1: Use a wide range of assessment tools and practices, including individual and group standardized tests and informal classroom assessment strategies incorporating technology as appropriate. Establish the significance of assessment in the delivery of evidence based reading instruction. Develop appropriate building and district wide reading assessment plans

NC-T-RDT.M.3.2 Indicator 2: Determine learners' placements along a developmental continuum, identify learners' proficiencies and difficulties, and initiate appropriate referrals. Support the classroom teacher in the assessment of individual learners. Interpret and utilizing the assessment data to determine appropriate services

NC-T-RDT.M.3.3 Indicator 3: Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds. Collaborate with teachers and other educational professionals to provide appropriate reading instruction based on assessment data. Collect, analyze, and use school - wide assessment data to implement and revise school reading programs

NC-T-RDT.M.4 Standard 4: Creating a Literate Environment: Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

NC-T-RDT.M.4.1 Indicator 1: Use learners' interests, reading abilities and backgrounds as foundations for the reading and writing program. Demonstrate ability to assist classroom teachers and paraprofessionals in implementation. Demonstrate the integration of knowledge, practice, materials, and use of assessments in their own teaching or in demonstration lessons

NC-T-RDT.M.4.3 Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing

NC-T-RDT.M.5 Standard 5: Professional development: Reading Teachers view professional development as a career-long effort and responsibility

NC-T-RDT.M.5.1 Indicator 1: Display positive dispositions related to reading and the teaching of reading. Articulate connections between teacher dispositions and student achievement. Serve as a role model to other members of the school community.

NC-T-RDT.M.5.2 Indicator 2: Pursue the development of professional knowledge and dispositions. Conduct leadership/action research/professional study groups for paraprofessionals, teachers, administrators, and/or families. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal and professional development plans. Document evidence of participation and/or membership in professional organization(s).

NC-T-RDT.A.1 Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction

NC-T-RDT.A.1.1 Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Know foundational theories related to practices and materials used in the classroom. Explain, compare, contrast, and critique the theories.

NC-T-RDT.A.1.2 Indicator 2: Demonstrate knowledge of reading research and histories of reading. Describe historical antecedents to contemporary reading methods and materials. Articulate how teaching

practices relate to reading research.

NC-T-RDT.A.1.3 Indicator 3: Demonstrate knowledge of language, reading, and writing development. Identify and explain theories in the area of language development and learning to read and write. Summarize the developmental progression of reading and writing. Articulate developmental aspects of oral language and the relationship to reading and writing. Describe when learners are meeting developmental benchmarks in oral language, reading, and writing.

NC-T-RDT.A.1.4 Indicator 4: Demonstrate knowledge of cultural and linguistic diversity as they relate to the development of oral language, reading, and writing. Demonstrate knowledge of how the different varieties of English that learners of diverse cultures and ethnic backgrounds speak impacts literacy learning. Demonstrate knowledge of the second-language acquisition process as it relates to the development of reading and writing. Understand the effects of cultural and linguistic differences upon the development of language, reading, and writing.

NC-T-RDT.A.1.5 Indicator 5: Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation). Explain how the components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. Articulate the research that grounds reading practice. Identify learners' strengths and weaknesses in relation to the various components of fluent reading.

NC-T-RDT.A.2 Standard 2: Instructional strategies and curriculum materials: Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.

NC-T-RDT.A.2.1 Indicator 1: Establish meaningful and appropriate purposes supported by instructional grouping options (individual, small-group, whole-class, and computer-based). Model and apply instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among learners. Provide an evidence-based rationale for choosing instructional strategies and materials.

NC-T-RDT.A.2.2 Indicator 2: Identify differing stages of development, cultures, and linguistic backgrounds of learners and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address those differences. Plan and use a wide range of instructional practices, approaches, and methods, including technology-based practices. Apply evidence-based practices in order to accommodate developmental, cultural, and linguistic differences among learners.

NC-T-RDT.A.2.3 Indicator 3: Facilitate effective reading instruction for learners at different stages of reading/writing development and from different cultural/linguistic backgrounds by using a wide range of curriculum materials. Plan for and use a wide range of curriculum materials. Guide selections using evidence-based rationale in order to accommodate developmental, cultural, and linguistic differences of their learners.

NC-T-RDT.A.3 Standard 3: Assessment, diagnosis, and evaluation: Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

NC-T-RDT.A.3.1 Indicator 1: Use a wide range of assessment tools and practices, including individual and group standardized tests and informal classroom assessment strategies incorporating technology as appropriate. Interpret results of assessments and tests.

NC-T-RDT.A.4 Standard 4: Creating a Literate Environment: Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

NC-T-RDT.A.4.1 Indicator 1: Use learners' interests, reading abilities and backgrounds as foundations for the reading and writing program. Collect information about learners' interests, background and abilities and apply information for instruction planning. Identify and appropriately select materials for learners. Use technology to gather and implement instructional planning. Link practices to evidenced based research. Level materials and assess the appropriateness of the materials for learners.

	<p>NC-T-RDT.A.4.4 Indicator 4: Motivate learners to be lifelong readers and writers. Assist learners in discovering reading and writing for personal purposes. Identify and select appropriate materials and methods to motivate learners to become lifelong readers and writers</p> <p>NC-T-RDT.A.5 Standard 5: Professional development: Reading Teachers view professional development as a career-long effort and responsibility</p> <p>NC-T-MST-Licensure Standard.1 The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p> <p>NC-T-MST-Licensure Standard.3 The candidate uses research to examine and improve instructional effectiveness and student achievement.</p> <p>NC-T-MST-Licensure Standard.5 The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>
<p>Course Standards (Assessed):</p>	<p>School of Education Dispositions and Principles:</p> <p>NC-SOE-P1 Candidates possess the necessary content knowledge to support and enhance student development and learning.</p> <p>NC-SOE-P2 Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</p> <p>NC-T-RDT.M.1 Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction.</p> <p>NC-T-RDT.M.1.1 Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Knowing a wide range of theories and relate these to classroom practices. Summarizing empirical evidence related to foundational theories</p> <p>NC-T-RDT.M.4.3 Indicator 3: Model and share use of reading and writing for real purposes in daily life. Demonstrate ability to assist classroom teachers and paraprofessionals in the implementation of modeling reading and writing</p> <p>NC-T-RDT.A.1 Standard 1: Foundational knowledge: Reading teachers have knowledge of foundations of reading and writing processes and instruction</p> <p>NC-T-RDT.A.1.1 Indicator 1: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction. Know foundational theories related to practices and materials used in the classroom. Explain, compare, contrast, and critique the theories.</p> <p>NC-T-RDT.A.4.4 Indicator 4: Motivate learners to be lifelong readers and writers. Assist learners in discovering reading and writing for personal purposes. Identify and select appropriate materials and methods to motivate learners to become lifelong readers and writers</p> <p>NC-T-MST-Licensure Standard.1 The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p> <p>NC-T-MST-Licensure Standard.3 The candidate uses research to examine and improve instructional effectiveness and student achievement.</p> <p>NC-T-MST-Licensure Standard.5 The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>
<p>Activities & Assignments:</p>	<p>I. Initial Literacy Reflection (10 points). To begin your work in this course, please reflect on how you view yourself currently as a reader and writer and why you hold this view, who you would like to become as a reader and writer and why you would like to become this type of reader/writer, your perception of yourself as a teacher of reading and writing, and who you would like to become as a teacher of reading and writing and why you would like to become this teacher. In short, who are you as a reader and writer,</p>

and as a teacher of reading and writing? Why? Here are some guiding questions that may aid you in writing this reflection (feel free to either use or to ignore these questions). . .

- What have you read recently, both for personal and professional reasons, that you really enjoyed? Why did you enjoy that reading? What have you read that you did not enjoy? Why?
- What kinds of writing have you done recently that you found rewarding? Why? Have you had to write anything recently that you did not enjoy? Why did you not enjoy it?
- Do you consider yourself to be a reader? How so?
- Do you consider yourself to be a good writer? Why?
- How have your perceptions and/or actions as a reader/writer influenced your literacy instruction?
- What do you most enjoy about teaching reading and writing? Why? What do you enjoy the least about teaching reading and writing? Why?
- What was your most rewarding moment as a teacher of reading or writing? Why?
- With what do you struggle as a teacher of reading and writing?
- In what areas would you like to continue to grow and learn as a teacher of reading and writing? Why? How might you grow in these areas?

II. Inquiry Project Plan (5 points). Write a summary describing what you would like to do for your *Inquiry Project* (see possible options on this syllabus (highlighted in yellow) or propose an alternate one). In essence, what question do you want to begin to answer through this project and how will you begin to answer that question? Please use your initial essay to aid you in formulating this plan. Include the following information in your plan:

Title of project (what you intend to do)	1 point
Rationale (why you want to do this project)	2 points
Procedures (what you will do to complete this project and timeline)	2 points

Please list any questions that you may have about your project or how I can assist you with this project, if applicable. I would think that this plan would be approximately one page in length. Your inquiry project must be based on this plan; if it is not, you will not earn full credit for your project.

III. Inquiry Project, Presentation, and Handout (35 points).

A. *Inquiry Project*. Through this project, you will have the opportunity to explore in greater depth a topic of interest to you that is related to this course. What do you want to learn more about related to literacy research and/or instruction, and why do you want to learn more about this topic? Why is this topic important to you? Please choose from among the following project formats listed below, or if no format interests you, propose and have approved by the instructor, an alternate one. Your inquiry project should include: (a) the title of your project and your project plan, (b) your rationale (why you selected to do this project), (c) a synthesis of your project (what you did for your project and what you learned), (d) the resources that you used to complete your project, (e) a description of how you will share this information with some colleagues at your school/community, and (f) your self-evaluation of your learning and work related to this project. Keep in mind your audience—you are sharing this information with your colleagues. This project will serve at part of your portfolio.

Book Critique: Read a research-based or theoretically-driven book related to one of the topics covered in this class. Please have the title of this book pre-approved by me before reading it. I have lots of suggestions if you would like my assistance!

Article Summaries: Read a minimum of six research-based articles (from peer-reviewed journals or websites such as the ones listed on this syllabus) on a topic related to our class that you would like to explore in greater depth. For example, you may want to learn more about supporting struggling readers, assessment, using technology to support literacy instruction, tutoring, or preparing for high-stakes literacy tests, to name a few possible areas.

Strategy Simulations: Write lessons plan in which you demonstrate how you implemented with your students a minimum of three strategies discussed in our class or from your readings. For the project, include a description of the students with whom you used these strategies, when you implemented the strategies, and a lesson plan that details specifically how you implemented these strategies and what you learned from doing so.

Staff Development Plan: Write a plan for how you might present one of the topics explored in

this class in a staff development session in your school or school system. Include resources and/or sample handouts that might be used. Provide a detailed agenda of at least three sessions with appropriate resources.

Points will be earned as follows for this project:

Thorough/thoughtful discussion of all required elements of project	7 points
Well-written project representative of quality, graduate-level work	7 points
Evidence of your learning/understanding	13 points

B. Inquiry Project Presentation and Handout: Plan to share informally (10-15 minutes) what you learned from your inquiry project and information that you would like to share with a small group of your peers so that they can learn from your expertise. Please design a one-page handout based on your inquiry project, which will be posted on-line and shared with your classmates, so that we may learn from your work. Include on the handout your name, the title of your project, your rationale for doing the project, a summary of what you did, and any resources or information that your colleagues will find useful. I will assign points for this assignment as follows:

Quality of handout (e.g., well-written and organized)	3 points
Organization and quality of presentation	3 points
Peer evaluation	2 points

IV. Assessment/Instruction Exercises (20 points). This assignment includes five exercises around the areas of assessment and instruction that will be completed with student(s). The assessment exercise will be completed with an individual student. Each instructional exercise can be completed with a classroom of students, a small group of students, or with an individual student. For each exercise, you will implement an assessment or instructional strategy, write a summary of the strategy, and a reflection of the experience. Please use your textbooks, the websites listed on Blackboard, or other research-based or theoretically-driven resource texts to aid you in lesson planning. Exercises will include:

• Instructional reading level assessment	4 points
• Shared reading or language experience approach	4 points
• Word identification	4 points
• Guided reading incorporating comprehension	4 points
• Writing	4 points

Each lesson plan/reflection will be evaluated as follows:

• Exercise based on theory, research, and concepts from class	2 points
• Thorough, thoughtful, reflection indicative of your learning	2 points

For the instructional reading level assessment please use the format below.

For the shared reading/language experience, word identification, guided reading incorporating comprehension, and writing exercises, please use the format that follows the instructional reading level exercise form.

FORM:
EDUC 621 Instructional Reading Level Assessment

BACKGROUND INFORMATION

Your Name:

Student's Grade Level:

Date/Time:

RESEARCH BASIS: (Describe briefly the research or theoretical basis behind this assessment, and why you did it.)

MATERIALS USED, INCULDING CHILDREN'S LITERATURE: (Please list the title, author, and level of any book(s) that you used.)

IMPLEMENTATION

OPENING EXPERIENCE (Describe what you did to focus the student's attention and increase his/her motivation for this assessment):

DESCRIPTION OF ASSESSMENT (List the procedures you used while finding the student's instructional reading level):

REFLECTION

SUMMARY OF FINDINGS (What was his/her instructional reading level? Did you notice any patterns of errors in reading? What else did you learn about this student as a reader?):

DETERMINE NEXT STEPS (Write down what you think a logical next lesson would be based on this student's performance. What should you teach and this student learn next?):

FORM
EDUC 621 Lesson Plan

BACKGROUND INFORMATION

Your Name:
Grade Level:
Your Lesson Title:
Number of Students in Your Group:

RESEARCH BASIS: (Describe briefly the research or theoretical basis behind what you taught, and why you taught it.)

RATIONALE: (What was your purpose for teaching this lesson? Why did you need to teach it?)

MATERIALS USED, INCULDING CHILDREN'S LITERATURE: (Please list the title and author of any book that you used, along with any other materials.)

IMPLEMENTATION

OPENING MOTIVATIONAL EXPERIENCE (Describe what you did to focus students' attention and

increase their motivation to learn):

DESCRIPTION OF LEARNING EXPERIENCE, MODELING, AND/OR THINK ALOUDS (List the procedures you used to teach the reading or writing strategy to students. Remember to include how you differentiated your instruction for diverse learners):

EVALUATION OF STUDENT LEARNING (Describe how you evaluated students' learning related to the strategy you taught them):

CLOSURE (Describe how you summed up and ended the lesson or how you had the students do so.):

REFLECTION

DETERMINE NEXT STEPS (Write down what you think a logical next lesson would be based on students' performances. What should you teach and students learn next?):

YOUR EVALUATION OF YOUR LESSON (Reflect on your teaching and students' learning related to this lesson. Did all students achieve what you wanted them to achieve? Why or why not? What would you do differently if you were to implement this lesson again? Thinking back over your instruction; and analyzing your observations of students, their work products (if applicable), and other assessment information (if applicable); describe what you learned from this experience. How and why did your teaching deviate from your written lesson plan?):

V. Final Literacy Reflection (10 points). In this reflection, you will revisit the piece that you wrote at the beginning of this course. What have you learned or how have you grown as a reader or writer, and as a teacher of reading and writing, during this semester? What have been your most and least valuable literacy teaching and learning experiences? Why? In what areas of teaching reading and writing would you like to continue to grow and learn? Why? What areas of literacy are most interesting to you now? Why? Assignments that are thoughtful; reflective; written well; address the topic; and that are indicative of your learning, growth, and understanding will earn full credit. This essay should be between approximately 5-10 pages in length. Please keep a copy of this assignment, as I will not be able to return this final "exam" to you. (It could be used as a "teacher as literacy specialist" portfolio artifact.)

VI. Class Participation (20 points). As this is an online course, class participation is crucial. The ideas we discuss each week build on each other so it is very important to attend and participate every week. Class participation and attendance will account for 10% of your grade.

There will be two types of participation for this course—asynchronous and synchronous discussion.

- **Asynchronous Discussion Requirement:** Each week there will be new discussion questions posted on the course's discussion board (in Blackboard). You are to choose one of the questions (or both) posted and respond to it by no later than midnight on the Sunday prior to the next class meeting. You are then to read your classmates' posts and select one and reply to it by no later than midnight on Tuesday evening prior to the next class meeting. These posts will be graded as pass/fail.
- **Asynchronous Post Grading Criteria:** A student will be graded with a pass on their discussion post for the week if they have met the following criteria:

1. The post includes a response that addresses a weekly discussion question.
2. The response is written in complete sentences.
3. The student has made reference within their response to any of the following: the course readings, course discussions, classroom teaching experience.

	<p>4. The student has also replied to a post of a fellow classmate. This reply must address the original post in one or more of the following ways: either agree or disagree with the perspective in a positive manner (include an explanation of your perspective); provide an example of an experience that pertains to the content of the original post (if applicable); elaborate on a thought or idea raised in the initial post.</p> <p>Synchronous Discussion Requirement: Students will be required to participate in a weekly synchronous discussion on Wednesdays from 6:15-9:05 pm. There will be a guided class discussion for the first hour of class every Wednesday evening. After the class discussion is finished the instructor will facilitate a “pulling it all together” session. During this session the instructor will tie together the concepts addressed in the class discussion with additional content relating to that evening’s topics. In addition the instructor will answer any questions that were raised and left unanswered during the class discussion. In order to receive credit for participating in a particular session, a student must post a minimum of five questions/responses during the class discussion and/or pulling it together session. Additionally, after each synchronous class session, students will write a short weekly reflection on the class topic and the class session. These weekly reflections should be submitted by email to the instructor no later than midnight on the Sunday following the synchronous class session.</p>			
Requirements:	<p>ATTENDANCE POLICIES: The following attendance policy has been adopted for all classes in the School of Education:</p> <p>Attendance and punctuality are required.</p> <ol style="list-style-type: none"> 1. On rare occasions, it may be necessary to request that an absence be excused for emergency or professional purposes. Although the university does not recognize religious holidays, instructors are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. 2. Students should make every effort to attend class. Students who do not attend class should call or email the instructor immediately to explain the absence and discuss ways to make up missed work. An unexplained absence is automatically an unexcused absence. 3. Any unexcused absence or tardiness may result in a lower course grade. Instructors have the right to limit the number of excused absences. The Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her class at the beginning of the course. <p>FOR THIS COURSE:</p> <p>Although this is an online course the above attendance policy is still applicable. If for some reason you are not able to attend one of our regularly scheduled synchronous online class meetings (Wed. 6:15- 9:05pm), you must contact the instructor prior to that class’s scheduled meeting time. A classroom absence will be considered excused if it meets the above criteria AND if the student contacts the instructor by email or phone BEFORE the class to notify him/her of the absence, submits a written reflection (2-3 pages, double-spaced, submitted by email) on the readings and one of the posted class discussions from that day, and obtains any handouts from the class session. Excused absences are limited to two. Three excused absences will result in a failing grade for the course. For the first unexcused absence, 5 points will be deducted from the final course total. A second unexcused absence will lower the final course grade by one letter (e.g., from “H” to “P”). Three unexcused absences will result in a failing grade for this course.</p> <p>Also, please make every effort to sign-in on time for synchronous class discussions. For each unexcused “tardy” 2 points will be deducted from the final course total. Signing in later than 30 minutes after the beginning of class (after 6:45 p.m.) will be considered an absence.</p>			
Topics:	<ul style="list-style-type: none"> • Reading and Writing • Developmental Progression • Literacy testing and assessment • Texts and students: Choosing and matching • Emergent Literacy • Phonological Awareness • Word Identification • Basic early literacy lesson frameworks • Comprehension • Fluency • Vocabulary—meaning • Writing • Balanced Frameworks for literacy instruction • Linguistic Diversity • Literacy for students with special needs 			
Schedule:	Meeting dates	Topics	Readings	Assignments Due

August 20 Class 1	<ul style="list-style-type: none"> • Orientation • Introductions • Overview of Course • Broad Conceptions of Reading and Writing • Developmental Progression 		
August 27 Class 2	<ul style="list-style-type: none"> • Emergent Literacy 	Chapter 3	
September 3 Class 3	<ul style="list-style-type: none"> • Literacy testing and assessment • Texts and students: Choosing and matching 	Chapter 11 Chapter 9, Chapter 13 (pg. 278-284)	Due: Initial Literacy Reflection
September 10 Class 4	<ul style="list-style-type: none"> • Phonological Awareness • Word Identification 	(Juel & Minden-Cupp, 1999)	Due: Assessment of Instructional Reading Level Exercise
September 17 Class 5	<ul style="list-style-type: none"> • Word Identification 	Chapter 4	Due: Inquiry Plan
September 24 Class 6	<ul style="list-style-type: none"> • Basic early literacy lesson frameworks 	Chapter 12	Due: Word Identification Exercise
October 1 Class 7	<ul style="list-style-type: none"> • Comprehension 	Chapter 6	Due: Shared Reading or Language Experience Exercise
October 8 Class 8	<ul style="list-style-type: none"> • Comprehension 	(Center for Improvement of Early Reading Instruction, 2004)	Due:
October 15	<ul style="list-style-type: none"> • Fall Break 		
October 22 Class 9	<ul style="list-style-type: none"> • Fluency • Vocabulary—meaning 	Chapter 7 Chapter 5	Due: Guided Reading with Comprehension Exercise
October 29 Class 10	<ul style="list-style-type: none"> • Writing 	Chapter 9	Due:
November 5 Class 11	<ul style="list-style-type: none"> • Writing 	(Fitzgerald & Shanahan, 2000)	Due:
November 12 Class 12	<ul style="list-style-type: none"> • Balanced Frameworks for literacy instruction 	Chapter 2 (Fitzgerald, 1999)	Due: Writing Lesson Exercise
November 19 Class 13	<ul style="list-style-type: none"> • Linguistic Diversity • Literacy for students with special needs 	(Fitzgerald & Noblit, 1999) Chapter 14	Due: Final Literacy Reflection
November 26	<ul style="list-style-type: none"> • Thanksgiving 		
December 3 Class 14	<ul style="list-style-type: none"> • Putting it all together • Project Sharing 	Chapter 16	Due: Inquiry Project handout due, be prepared to share your project
December 6 Class 15	<ul style="list-style-type: none"> • No synchronous class tonight • Email your Inquiry Project 		Inquiry Project due by midnight

		before midnight		
References & Resources:	<ul style="list-style-type: none"> Center for Improvement of Early Reading Instruction. (2004). Improving the reading comprehension of America's children: 10 research-based principles. Retrieved October 6, 2004, from http://www.ciera.org/library/instresrc/compprinciples/index.html Fitzgerald, J. (1999). What is this thing called "balance?" The Reading Teacher, 53, 100-107. Fitzgerald, J., & Noblit, G. W. (1999). About hopes, aspirations, and uncertainty: First-language learners' emergent reading. Journal of Literacy Research, 31, 133-182. Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. Educational Psychologist, 35, 39-50. Juel, C., & Minden-Cupp, C. (1999). One down and 80,000 to go: Word recognition instruction in the primary grades. The Reading Teacher, 53, 332-335. Morrow, L., Gambrell, L., & Pressley, M. (2006). Best practices in literacy instruction (3rd Ed.). New York: Guilford. 			

EDUC 621 Inquiry Project Rubric – Add-On Program

This assessment was completed for (Student's Name): _____

Program: **Online Literacy Add-On Licensure Program** __ Course & Section #: **EDUC 621 - 963**

Assessor's Name: **Vickie Lineberry** Term & Year: **Fall 2008**

Was remediation required for the student's submission of this assignment? ____Yes ____No
If yes, the remediation steps taken must be recorded at the bottom of this rubric.

Instructors: Please CIRCLE your rating for each row.

	Exemplary (2 pts)	Proficient (1 pt)	Unsatisfactory
Demonstrates evidence of reflective learning informed by personal experience and the importance of literacy for different purposes. (25%) NC-T-RDT.M.4.3 NC-T-RDT.A.4.4 NC-T-MST-Licensure Standard.5 NC-SOE-P1	Thorough and thoughtful performance is evidenced when reflective learning is present as shown by explicit statement(s) of detailed personal experience. Additionally, the importance of literacy for different purposes is explicitly detailed in the project.	Clear/Acceptable performance is evidenced when reflective learning is evidenced through some personal experience stated in the project. The importance of literacy for different purposes is addressed in the project.	Minimal/Unacceptable performance is evidenced when reflective learning is evidenced through minimal personal experience stated in the project. The importance of literacy for different purposes is minimally addressed in the project.
Demonstrates evidence of how learning will be disseminated to others. (25%) NC-T-MST-Licensure Standard.5 NC-SOE-P1	Thorough and thoughtful performance is evidenced when a comprehensive plan for sharing learning is provided in the project.	Clear/Acceptable performance is evidenced when a plan for sharing learning is provided in the project.	Minimal/Unacceptable performance is evidenced when an incomplete or unacceptable plan is provided in the project.

<p>Demonstrates understanding of best practices, literacy research and theory, and characteristics of students. (25%) NC-CH2004-P2 NC-T-RDT.M.1.1 NC-T-RDT.A.1.1 NC-T-MST-Licensure Standard.1 NC-T-MST-Licensure Standard.3</p>	<p>Thorough and thoughtful performance is evidenced when the project is based in current literacy theory and research, and describes detailed applications of the project based on characteristics of students.</p>	<p>Clear/Acceptable performance is evidenced when the project is based in current literacy theory and research, and describes some applications of the project based on the characteristics of students.</p>	<p>Minimal/Unacceptable performance is evidenced by minimal relation of the project to current literacy theory and research, and describes minimal applications of the project based on the characteristics of students.</p>
<p>Demonstrates understanding of the connection between reading and writing. (25%) NC-T-RDT.M.1 NC-T-RDT.A.1</p>	<p>Thorough and thoughtful performance is evidenced when detailed connections between reading and writing are explicitly stated in the project.</p>	<p>Clear/Acceptable performance is evidenced when some connections between reading and writing are stated in the project.</p>	<p>Minimal/Unacceptable performance is evidenced by minimal connections between reading and writing are stated in the project.</p>

(Continued on page 2)

Remediation steps (mandatory if "yes" was indicated above):

Other comments (optional):