

**John H. Lounsbury College of Education  
Course Syllabus**

**EDRD 6000:01W Course Syllabus**

**Link to GCSU Internet Page for Reading Endorsement**<http://www.gcsu.edu/education/graduate/endorsements/reading.htm>

**Link to GCSU Internet Pate for MEd in Reading, Literacy & Language with Reading Specialist**<http://www.gcsu.edu/education/readingliteracyandlanguage.htm>

**URL to D2L for this course:**

<https://gcsu.view.usg.edu/d2l/home/853417>

**Program:** Literacy & Language Program  
**Course Title:** Theories and Processes of Literacy Learning   
**Semester Hours:** 3

**Course Information**

**Instructor:**   
**Office Hours:** By arrangement   
**Office:   
Phone:**

**Email:**

**Class Meetings**

**Days:**

**Times:**

**Location:**

**Course Prerequisite and Description**

Foundations of literacy instruction in grades K-12. Topics include reading theory, reading process, language development and pedagogy. A comparison of current trends and approaches in reading instruction.

**Course Function**

This course will help meet the Georgia requirement for teachers of reading that requires practicing educators to have knowledge and implement strategies about language structure and literacy instruction that are based on current research and best practice. In combination with EDRD 6001 and EDRD 6002 or 6003, this course helps meet the requirements for a reading endorsement. EDRD 6000 also is the foundation course in the M.Ed. in Reading, Literacy & Language, serving as a prerequisite for other core courses in the program.

**Expected Course Outcomes**

**Aligned with requirements of the Georgia Professional Standards Commission Reading Endorsement/Reading Specialist and IRA Standards for Reading Professionals**

Through the learning opportunities in this course, you will:

* Demonstrate knowledge of the major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading, and writing development, processes and components.
* Explain the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation and engagement) and how they are integrated in fluent reading.
* Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language.
* Explain the research and theories about effective learning environments that support individual motivation to read and write.
* Demonstrate a critical stance toward reading and literacy scholarship and are informed about and can discuss important professional issues in the field of reading and literacy
* Explain language and reading development across all levels of reading: elementary, middle, and high school.
* Recognize and value the forms of diversity that exist in schools and their importance in learning to read and write.
* Articulate the developmental aspects of oral language and its relationship to reading and writing.
* Explain the ways in which various forms of diversity interact with reading and writing development.
* Examine and apply a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
* Explain the importance of choice, motivation, and scaffolding support in creating low-risk and positive social environments for learning to read and write.
* Collect information about children’s interests, reading abilities, and backgrounds, using this data as a foundation for designing reading and writing programs and planning instruction.
* Model reading and writing enthusiastically as valued lifelong activities and motivate learners to be lifelong readers and writers.
* Display positive dispositions related to reading and the teaching of reading and understand and support student choice of reading materials as one way to develop a positive disposition toward reading and writing.
* Identify specific questions concerning knowledge, skills, and/or dispositions related to teaching of reading and writing and conduct an inquiry by searching professional sources for information to inform these questions.
* Participate individually and with colleagues in professional development experiences.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals and the Georgia Professional Standards for Reading Endorsement candidates.

**IRA 2010 Standards for Reading Professionals**

For Pre K – Elementary School Teachers:

Pre-K and Elementary Classroom Teachers are professionals responsible for teaching reading and writing to students in either a self-contained or departmentalized setting at the pre-K or elementary levels. These professionals may also be responsible for teaching content such as social studies or science. Regardless of their role, these individuals must be able to provide effective instruction for all students in the classroom, from those who struggle with learning to read to those who need enrichment experiences. These teachers collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed.

For Middle and High School Content Area Teachers:

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed.

For Reading Specialists:

Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and in teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. Reading Specialists/Literacy Coaches also may serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading.

The following standards have been designed to inform the practices of classroom teachers:

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

Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.  
[Standard 2: Curriculum and Instruction](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx)

Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.  
[Standard 3: Assessment and Evaluation](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx)  
Teachers use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.  
[Standard 4: Diversity](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx)  
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.  
[Standard 5: Literate Environment](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx)  
Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.  
[Standard 6: Professional Learning and Leadership](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx)  
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

In addition to professional reading standards, the new Common Core State Standards: <http://www.corestandards.org/> and Georgia Professional Standards: <https://www.georgiastandards.org/common-core/Pages/default.aspx> will inform instructional practices in this course.

**Required Text, References, and Materials**

**Required Course Textbook**Gambrell, L.B., & Morrow, L.M. (Eds.) (2015). *Best practices in literacy instruction (5th ed.).* New York: Guilford Press. ISBN13: 978-1462517190, ISBN10: 1462517196

**NOTE:** Please be sure to obtain the edition indicated. There have been important changes in the third edition of this text.

**Additional Sources:  
Professional Reading Journals**English Journal*Journal of Adolescent & Adult Literacy  
Journal of Literacy Research**Language Arts**Literacy , Iting. If needed prior to that point, you may reach me by e-mail. 23rd Research and Instruction  
Reading Research Quarterly  
Research in the Teaching of English**The Reading Teacher  
Voices From the Middle* **Websites**Alliance for Excellent Education: <http://www.all4ed.org/>   
Annenberg Teacher Professional Development: <http://www.learner.org/index.html>  
Carnegie Foundation: <http://www.carnegiefoundation.org/resources> Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>  
Common Core State Standards: <http://www.corestandards.org/> International Reading Association: <http://www.reading.org/>  
Literacy Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/) National Council of Teachers of English: <http://www.ncte.org/>  
National Reading Panel Report: <http://www.nationalreadingpanel.org/>*Reading Online:* <http://www.readingonline.org/>  
  
**Georgia Department of Education: GeorgiaStandards.Org. Available:** <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>

**Common Core Georgia Performance Standards: CCGPS Available:**<https://www.georgiastandards.org/Common-Core/Pages/default.aspx>

**Comprehensive Reading Solutions – Georgia Striving Readers Grant**<http://comprehensivereadingsolutions.com/category/grades-k-5>

**LiveText**The JHL COE has adopted LiveText to manage our teacher education assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. Particularly, your work in LiveText will culminate in your Professional Portfolio, a unit-wide decision point. In this course, LiveText will be used to submit and receive feedback in major assignment of this course (i.e., inquiry project).

**Course Expectations**

**Assignments**

All assignments should be submitted on time by the due date posted and as a WORD document with 1” margins and 12 font. Please spell-check and proofread for conventional mechanics and grammar. All assignments should be thoughtful reflections of your learning and demonstrate the high standards of professional educators and graduate students. Full credit will be awarded to assignments that meet these standards.

If you find that you need extra time for an assignment, please contact me *prior to the due date* to make alternate arrangements. When you contact me, you should include a new due date when you will submit the assignment. Typically, I ask that this revised due date is within a week of the original one so that you do not fall behind in the course. If you follow this policy, I can offer flexibility in accepting a late submission. I will expect you to notify me when the assignment has been submitted. Please note that deductions will be made for late assignments without these prior arrangements.

*Assignments that are excessively late or ones without prior arrangement will not be accepted for credit*. If you regularly fall behind in your assignments, you will not benefit fully from this course. My policy regarding late assignments is that I deduct 10% of the assignment point value from the final assignment grade for each 24-hour period the assignment is late.

**Technology Use**Computers are important learning tools in this course. During class meetings, however, personal use of computers (i.e., checking email, completing assignments, web-surfing, FACEBOOK, etc.) demonstrates a lack of participation and may be distracting to other colleagues. I consider you to be adult learners and responsible for your actions and behaviors as a contributing member of this learning community. Routine practice of “distracted” participation will impact your participation grade. In addition, I ask that you please turn off all cell phones and refrain from texting during class**.** If there are extenuating circumstances that I should be aware of, please speak with me.

**Course Support**

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking D2L announcements and your GCSU email regularly for course information and instructor email communication. Please respond to emails in a timely manner.
2. Your questions and concerns are important to me. I consider email communication a medium for direct messages, not extended conversation. If you have an explicit request for information, please send an email. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. If I receive an email that I believe requires further conversation, I will ask you to see me during my office hours or make an appointment to speak directly with me. Please understand that I consider your questions and concerns important. I have learned, however, that ongoing email messages are not always the most effective, clear, and expedient way to communicate or to receive the support you may need from me in this course.
3. I am available for conferences by arrangement at the Milledgeville campus and Macon Center. I encourage you to meet with me, in person or virtually, at any point in the semester if you have questions about your assignments or your standing in this course.

4. I understand that as an adult and a graduate student, you may find yourself balancing a number of demands. Please contact us without delay, if at any point you are experiencing concerns or situations that affect the performance of your responsibilities in this course.

**Course Etiquette**

I believe that we are all responsible, adult learners. As such, we should keep in mind the respect that we demonstrate towards our colleagues during class meetings and online. For instance, side conversations during class discussions and surfing the Internet with personal computers are disrespectful to those who are speaking and contrary to the community learning focus that we hope to cultivate in this course. Please join the class conversation rather than neighborly chats.

Please be considerate to colleagues during seminar discussion. I encourage comments, questions, and related experiences. Let us all try to encourage full participation of our colleagues in our conversations. As you participate in class discussion, consider whether what you have to say contributes to the group conversation or is a personal question best addressed with me after our class meeting.

Please plan to arrive to our seminar meetings promptly and on time. Seminar will begin at 8:00 a.m. While we all have situations that may lead to tardiness, consistent tardies will impact your participation (see *Attendance and Participation* section for course policy). Please advise me if you have special considerations or concerns.

**Course Activities**

**Teaching Strategies:** Teaching strategies for this course include lecture, class discussion, demonstrations, guest speakers, collaborative learning, simulations, inquiry projects, online learning modules, including readings, multimedia, and online resources.

**Online Course Content:**Module 1: Orientation and Evidence-Based Literacy Practices for the Common Core  
Module 2: Language and Social and Cultural Contexts of Literacy Learning  
Module 3: Emergent Literacy, Phonics & Word Knowledge  
Module 4: Fluency & Vocabulary  
Module 5: Comprehension  
Module 6: Critical Literacy & 21st Century Skills  
Module 7: Reading-Writing Connections & Writing Development  
Module 8: Putting Effective Literacy to Practice & Course Synthesis

**Outcome of Course Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Due Date | Title | Readings in Text\* | Assignments Due |
| 1 | 8/29 | Orientation and Evidence-Based Practices for the Common Core  1st seminar meeting, 8/22:  Foundations of Literacy, Course Overview & Syllabus | Chapter 1 & 2 | *Learning Module 1 (LM1) Assignment*  *Blog 1 Post due on Schoology*  *Inquiry Project LM1: Self-Assessment of Literacy Knowledge & Practices* |
| 2 | 9/12 | Language, Social, and Cultural Contexts of Literacy Learning 2nd seminar meeting on 9/19.  Topics: Emergent and Beginning Literacy and Text Complexity | Chapters 3, 5, & 6 | *LM2 Assignment  Blog 2 Post on Schoology Blog 1 Responses (2)*  *IP\_LM1: Statement of Inquiry* |
| 3 | 9/26 | Emergent Literacy, Phonics & Word Knowledge | Chapters 4 & 8 | *LM3 Assignment Blog 3 Post on Schoology Blog 2 Responses (2)*  *IP\_LM3: Research Topic* |
| 4 | 10/10 | Fluency & Vocabulary  5 Pillars of Reading Instruction and 21st Century Literacy | Chapter 9 & 12 | *LM4 Assignment*  *Blog 4 Post on Schoology Blog 3 Responses (2) IP\_Complete Lit Review* |
| 5 | 10/24 | Comprehension | Chapters 10 & 11 | *LM5 Assignment*  *Blog 5 Post on Schoology Blog 4 Responses (2)*  *IP\_Applications to Practice*  *Text Complexity Assignment due on LiveText* |
| 6 | 11/07 | Critical Thinking & Critical Literacy | Chapters 7 & 15 | *LM6 Assignment*  *Blog 6 Post on Schoology Blog 5 Responses (2)*  *IP\_Internet Resources & Images* |
| 7 | 11/21 | Teaching Children to Write and Organizing for Effective Instruction  3rd and final seminar on November 21 | Chapter 13 | *LM7 Assignment*  *Blog 6 Responses (2)*  *IP\_PDF of wiki page on LiveText*  *Presentation of inquiry project at final seminar on 11/21* |
| 8 | 12/05 | Organizing for Effective Literacy to Instruction & Course Synthesis | Chapters 16 | *Comments on D2L discussion board to colleagues’ inquiry projects by 12/07, the last day of classes* |
|  | 12/05-12/07 | Final Exam on D2L | Comprehensive | *Take final exam on D2L by midnight on Mon., Dec. 7.* |

**Assessment and Evaluation of Content**

**Description of Assignments:** This section elaborates major assignments and the weight (corresponds to the point total) of each towards your final grade and IRA Standards addressed by the assignment.

**1. Class Participation & Attendance (10%) IRA Standards 1, 6, AoC** **2, 3  
2. Course Blog (18%) IRA Standards 1, 4, 5, 6, AoC 1, 2, 3  
3. Learning Modules (21%) IRA Standards 1, 2, 4, 5, AoC 2, 3   
4. Text Complexity Assignment (15%) IRA Standards 1, 3, 5, AoC 2, 3  
5. Literacy Inquiry Project Wiki (20%) IRA Standards 1, 6, AoC 1, 3, 4**   
**6. Course Exam (16%) IRA Standards 1, 3, AoC 3**

**AoC represents Architects of Change core principles. Architects of Change is the College of Education’s conceptual framework, which informs all of our professional education programs.**  **1. Participation and Attendance (10%) IRA Standards 1, 6, AoC 2,3**   
Participation in this blended course will be evaluated based on attendance in the scheduled course sessions and online blogging. Since there are only three Saturday seminars scheduled, attendance at all three sessions is required. While emergencies may arise, and there may be valid reasons for an unanticipated absence, I do not make provisions for excused absences. An absence from one of the scheduled class sessions will impact your attendance grade.

*You must attend at least two meeting sessions to receive credit for this course.*

For each face-to-face class that you attend and participate in fully, you will be awarded three (3) points. Arriving late or an absence will result in decreased attendance and participation credits. An extra value credit will be awarded to students attending and fully participating at all three face-to-face class meetings, resulting in a possible ten (10) points for attendance and participation.

For successful participation in this course, you will need to:   
  
(a) attend and arrive on time to all class meeting sessions and blog regularly;   
(b) participate **actively** during class meetings in whole group and small group discussion and in responding to at least two colleagues' blogs per learning module;   
(c) act professionally and respectfully to others, both in class, in the field, and online;   
(d) complete the required readings and any other assignments to prepare for class and online interactions;  
(e) engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;   
(f) bring all assigned materials to class meetings.

Your participation grade will be based on attendance records, in-class and online discussions and assignments, and observations during seminars and online interactions. It is essential that you keep up with readings and assignments in each learning module. Please reflect on what you read. Class and online interactions will draw from your understanding of the course materials. You are responsible for all the material assigned in the readings and modules, even if we do not specifically discuss every aspect of the readings in our class meetings or in online discussions. Since actual meeting time is very limited, select salient points and topics will be the focus of class presentations and discussions. You will be asked to respond to assigned course material in class, online discussions/blogs, assignments, and the final exam.

**2. Course Blog (18%) IRA Standards 1,4,5,6 AoC 1,2,3**

To incorporate writing, reflection,technology, and continuing professional conversation in this online course,you will post a blog during each learning module. To introduce you to an Internet blog available for your classroom, we will use on Schoology, a free Internet course and networking website. Blogging will constitute 18% of your total grade. Each of six (6) *blog posts* will be worth two (2) points for a total of 12 points of your total grade. You will receive an additional six (6) points of your total grade for *quality responses* to two colleagues’ blogs (see Outline of Course Content above). The process and procedures are explained below.

2 pts. per blog for 6 modules 12 points

.5 pt. per 2 responses for 6 modules 6 points

For a total of 18 points toward final grade

Each blog post will reflect your thinking about your reading, your reactions to class topics and discussions, and your teaching experiences, past and present. While your blog post should refer to the assigned readings, it should not be a response based on your thoughts and opinions and not a summary of the readings. Your blog will demonstrate how you make sense of and process ideas about literacy in content areas, make connections to what you know and your prior experiences, evaluate these notions, and assimilate new ideas into your own philosophy of teaching. Sample questions to ask yourself when blogging are: How do I see new ideas and concepts playing out in my classroom? What experiences can I relate these ideas to so that I better understand them? How do I observe the literacies of students? What are my critical concerns regarding literacy instruction in my classroom or in my school? Additional questions listed in modules may be helpful to guide your blog postings. Your blog will be your “thinking and sharing space" for this course and a way to delve deeper into assigned readings and other materials.

In addition to the assigned readings, you will share in your blog a summary and reaction/critical evaluation of ONE resource from the learning module. In doing so, we more widely distribute our growing knowledge in this online course and share the resources available in each learning module. Blogging also may contribute to seed ideas for your writing project, one of the major assignments in this course. Exemplars of blog posts are available in the Blog folder on D2L.

You will earn the additional blog credit by responding to colleagues’ blog posts. The week following a blog post, you will respond to two colleagues’ blogs from the previous learning module. For example, in the Learning Module 2 (LM2), you will post your second blog *and* respond to two colleagues’ Blog 1 posts. Responses to colleagues’ blogs should be posted in a timely manner. The purpose of responding is to keep a professional conversation percolating. Credit will be awarded based on regular, timely, and substantive responses to blog postings.

*Late blogs or responses will not receive credit.* If you do not blog regularly and wait until the last weeks of the course, you are not keeping with the spirit and expectations of our ongoing professional conversation. In such cases of late blogs, credit will not be awarded. Blogging is considered as an indicator of your ongoing participation in the course. You will show regular participation, in part, by posting your blogs and responding to colleague’s blogs for each learning module. The schedule for blogging is listed in the above *Outline of Content*. The rubric that I will use to award credit in the blog folder on D2L, along with expectations for blogging and instructions for setting up your blog and exemplars of blog posts and responses.

Please remember that blogs are professional conversations. As such, your opinions and comments should remain within the guidelines of the course content. It is important to remember that the blog is a public forum, so identifying individuals or schools by name and in a critical or less than professional manner is inappropriate. In your blog, please remain focused on the content of the course and how it relates to your teaching, instructional practices, and personal and/or professional experiences.

The purpose for blogging is to share ideas within this online learning community. Therefore, please attempt to read and to respond to blogs of all colleagues, making a good faith effort to visit everyone’s blogs routinely over the course of the semester. Further instructions and expectations about blogging are available in the Blog folder on D2L.

**Rubric for Blogging**

|  |  |  |
| --- | --- | --- |
| Rubric for Blog Post | | |
| 2 | 1.5 | 1 |
| Thoughtful processing of assigned readings. Includes references to the text, but goes beyond to construct personal meaning. Responds thoroughly to prompt, if given. Includes thoughtful summary of one resource from learning module. | Summarizes readings and includes several key points. May include personal experiences. Addresses prompt, if given. Includes a summary of one resource from learning module. | Brief or inappropriate posting. May give very general response to prompt, if given. May not include summary of one resource from learning module. |
| Makes rich connections to field-based experiences. Explores the meaning of assigned readings or course experiences for teaching practice and student learning outcomes in content area teaching. | Includes ideas for future teaching. | Makes general or vague connections to experiences. |
| Rubric for Response to Colleagues’ Blog | | |
| 1 | .5 | 0 |
| Responds to two (2) colleagues’ blogs. Responses are meaningful, appropriate, and supportive. | May respond to only one colleague or may offer very brief, vague or general responses. | Does not respond to colleagues in timely manner – before next discussion posting. |

**3. Learning Modules (21%) IRA Standards 1, 2, 4, 5 AoC 2,3**Since this course is a hybrid design, consisting of three class meetings and online study, much of the course content is presented in learning modules. Learning modules will be posted on D2L in a folder. These modules consist of an overview of the topics, readings and other content formats, such as podcasts and video clips, and assignments to be submitted by links that appear in the module. Modules will be posted on the Wednesday before the week the module is assigned to allow you time to work ahead, if you need to do so. Assignments in the module will be due on Sunday of the week due to allow you time during the weekend to complete any assignments. Dates associated with modules are listed in this course syllabus at the Outcome of Course Content above.

Each of the seven (7) modules in this course will be worth 3 points of your total grade, based on completion of assignments in the module. The rubric (below) will be used as a holistic score for all assignments in a module. Module assignments are similar to in-class assignments and are not *major* course assignments, which are listed separately in the syllabus (i.e., blogs, text complexity, inquiry project). Module point values will be posted in your grade book and available to you on D2L. Major assignments listed independently in the course syllabus have their own specific evaluation rubrics posted with assignment materials in separate folders on D2L.

It will be your responsibility to keep up with the readings. Your learning module assignments will be based on your readings, and the final exam questions will be drawn from the assigned readings and other content presentations in modules (i.e., podcasts and video clips, for example).

**Rubric for Learning Modules**

|  |  |  |  |
| --- | --- | --- | --- |
| 3 (100%) | 2.75 (92%) | 2.5 (84%) | 2 (67%) |
| *Assignments in this module are high-quality products.* Assignments demonstrate a thoughtful, reflective , and critical approach, including specific and meaningful examples and connections from readings and other module content, professional and personal experiences, questions that probe deeper thinking, and synthesis demonstrating in-depth understanding of the topic. Assignments are submitted on time. Conventions of mechanics and grammar are strong. | *Assignments in this module are quality products*.  Assignments are complete and show thoughtful consideration of the topics of the module and demonstrate a solid understanding of the module topic, including professional and personal response. Assignments are submitted on time. There are few deviations from acceptable conventions of mechanics and grammar. | *Assignments in this module are acceptable*. Inconsistency may be present in the quality of assignments or assignments may reflect a late submission. Assignments may represent general and vague references to the content of the module, showing surface level thinking. There are consistent deviations from acceptable conventions of mechanics and grammar. | *Assignments in this module do not demonstrate acceptable quality.*  Assignments may be addressed in an inconsistent, incomplete manner and may include brief, vague references. Assignments may demonstrate lack of reflective thought and do not show the caliber of graduate study. There are serious deviations from acceptable conventions of mechanics and grammar. |

**5. Text Complexity Assignment (15%) IRA Standards 1, 3, 5 AoC 2,3**The text complexity assignment gives you practice at determining the challenge of readability level of books and experience addressing the new Common Core State Standards components of text complexity. You will identify the reading levels of three students/children and then check the text complexity of three books of interest to these students. You will explore text readability and leveling systems and important considerations of matching books with readers, an important judgment role of teachers as outlined in the CCSS and Georgia Standards of Excellence. Further details, instructions, and rubrics are available in the Text Complexity folder on D2L

**6. Literacy Inquiry Project and Course Wiki (20%) IRA Standards 1, 6 AoC 1,3,4**Teachers benefit when they look critically at their teaching practice and investigate the complexities and problems they face. In this project, you will reflect on your teaching practice and brainstorm those areas that represent the complexities or problems that perplex you or new ideas that you would like to add to your classroom content area instruction. After exploring your options, you will select one standard, unit, or instructional routine as your focus. Then, you will intentionally explore the professional literature and design applications to implement that include literacy as tools for content area learning. You will create this project on our course Wiki.

This project will develop across the course and assignments will be included in each learning module.

LM1: Self-assess content literacy practice (2 pts.)

LM2: Identify an inquiry focus: A standard, unit, or instructional routines based on CCGPS to investigate *and* begin designing Wiki page (2 pts.)  
LM3: Begin researching topic, gathering at least five (5) quality peer-reviewed journal articles

LM4: Professional literature review related to topic, including at least 5 quality peer- reviewed journal articles and additional Internet resources) (4 pts.)  
LM5: Applications for your content curriculum based on the literature review, CCGPS Standards, and curriculum guidelines (3 pts.)

LM6: Add quality Internet resources and images to Wiki page (3 pts.)

LM7: Presentation in seminar (5 points), finalize Wiki, and submit PDF of Wiki page to LiveText

LM8: Respond by providing quality feedback to at least 2 colleagues’ Wiki pages (1 pts.)

At our final seminar on November 21, you will present your inquiry project to colleagues.

Following this seminar, you will have an opportunity to revise and submit your project in final form to Live Text by downloading your wiki page as a PDF. As a way to celebrate your accomplishments, you will respond to at least two colleagues’ wiki pages by December 7, the last day of classes for the fall semester.

Guidelines for this inquiry project including a rubric are detailed in documents posted on D2L in the Literacy Inquiry Project folder. The inquiry project will be worth up to 18 points, the presentation up to 4 points, and the final publishing and response up to 2 points of your total grade for this course.

***Once you have identified the topic of your inquiry project in your statement of inquiry, you must notify me by email if you change your topic.***

**7. Course Exam of Foundational Knowledge (16%) IRA Standards 1, 3 AoC 3**A comprehensive course exam will be given online and will include multiple choice, short answer, and essay items from the course readings, resources, and lectures during this course. This exam will be posted on D2L. We will discuss further instructions and details about the exam at our final seminar on November 21.

**Grading Scale for Final Grade:**

All assignments in this course total to 100 points. Your final grade will be based on accumulated total rubric scores across assignments. Your final grade will be determined based on the schedule below.

A 92-100%   
B 84-91%   
C 75-83%   
D 65-74%   
F 64% or less

**Plagiarism Policy**Plagiarism will not be tolerated. If instances of plagiarism are noted, the instructor will determine if this is the first incident of plagiarism by consulting the university database on plagiarism, the student will be listed on the university database for plagiarism, the student may receive a grade zero for the assignment and a grade of “F” for the course. Depending on the severity of the plagiarism, the professor may move to adjudicate.

Turnitin: This course (or section) uses plagiarism prevention technology. Students have the option of submitting papers online through a plagiarism prevention service or allowing the instructor to submit hard copies of these papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions. I reserve the right to use other sources to check an assignment if I suspect plagiarism.

**Diversity Concerns**  
The College of Education recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics.

The COE will seek to provide learning experiences, both within and outside of the classroom which will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional settings.

**College of Education Conceptual Framework**

The faculty of the John H. Lounsbury College of Education believes that our schools must fulfill the educational needs of our populace while emphasizing fairness, democracy, and intellectual curiosity.  Amid a climate of change and uncertainty, we inspire educators to create student-centered learning environments as the primary expression of strong pedagogy. We use the Educators as Architects of Change paradigm to guide the development of an inclusive and diverse community of stakeholders, consisting of students, educators, educator candidates, and the public.

Since the inception of Educators as Architects of Change as our guiding principle, the faculty has continually reassessed our programs. Informed by research and reflective analysis, we have continued our intensive cohort model for our undergraduate programs as well as some of our graduate programs.  We seek to motivate professional educators to reach out to stakeholders to develop citizens who value formal education, literacy in its many forms, and individual differences.

This framework is designed to produce change agents, based on the following core principles:

1. The Liberal Arts and integrated learning
2. Professional preparation
3. Human relationships and diversity
4. Leadership for learning and teaching communities.

In its programs of study, the Georgia College & State University (GCSU) faculty affirms the importance of programs that situate educators as researchers, leaders, and Architects of Change in the schools and the larger community.

For further elaboration of each of the core principles in this conceptual framework, please visit the College of Education website: <http://www.gcsu.edu/education/conceptual.htm>

**University Policies**

**Honor Code**All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: <http://www.gcsu.edu/studentlife/handbook/code.htm>

**Request for Modifications**If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.        
  
Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.     
  
For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

**Fire Drills**Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. At Macon Center, assemble across the street from The Thomas Jefferson Building. **Remain there** until you are told to re-enter by the emergency personnel in charge. In case of a fire, DO NOT IMPEDE access of emergency personnel to the area.

**Religious Observance Policy**Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

**Student Opinion Surveys**Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

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