

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

**EDRD 6200:W1M Course Syllabus**

**Department:** Early Childhood and Middle Grades  
**Course Title:** Literacy and Language Across the Curriculum, K-12   
**Semester Hours:** 3

**Course Information**

**Instructor:**   
**Office Hours:**   
**Office:   
Telephone:**   
**Email:***.*

**Class Meetings:**

**Course Prerequisite and Description**

Prerequisite: [EDRD 6000](http://www.gcsu.edu/grad/edrd-6000-reading-process-a.htm" \o "EDRD 6000. READING PROCESS AND PEDAGOGY. (3-1-3)" \t "_self). This course is a core requirement of the M.Ed. in Reading, Literacy, & Language. It covers language acquisition and learning, language and literacy development, and developmental expectations for literacy learners across content areas and grade levels. It will also provide considerations for grouping, interventions, and differentiated instruction. <http://catalog.gcsu.edu/grad/index.htm>

**Course Function**

This course is a core program requirement for candidates admitted to the M.Ed. in Reading, Literacy & Language. It is designed to provide an in depth understanding of literacy development and instruction across grades K-12 and in content areas. This course has a supervised practice component.

**Expected Course Outcomes**

Through the learning opportunities in this course, you will:

* Analyze and interpret major theories of reading and writing processes and demonstrate a critical stance toward the scholarship of reading.
* Identify evidence and research that undergirds the reading and writing curriculum instruction for pre-K to secondary students, including specific needs of diverse learners requiring specialized support in reading.
* Demonstrate proficiency in the use of instructional approaches from reading scholarship that support a comprehensive program of instruction in reading across the curriculum, including such components as: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation/engagement, writing, and speaking.
* Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
* Use a variety of assessment sources and analyze assessment information to inform, plan, and evaluate instruction.
* Effectively plan and implement instruction that motivates readers intrinsically and fosters positive dispositions for reading and writing
* Design learning environments that recognize and value diversity and contribute to success of all students through responsive, differentiated instruction.
* Create learning opportunities that provide open pathways for student participation by including choice, motivating activity, scaffolded support, a variety of flexible grouping configurations, effective routines, and optimal conditions for reading and writing
* Systematically reflect upon practice and take appropriate measures to make positive changes
* Actively engage in dialogue and collaborate with other teachers to obtain ideas and suggestions on teaching practices
* Critically reflect on teaching practices and research professional literature to inform plans for improvement.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals (Reading Specialist/Literacy Coach) and Georgia Professional Standards for Reading Specialist.

**IRA 2010 Standards for Reading Professionals**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 their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. Reading Specialists/Literacy Coaches may also 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. Many of these professionals have a specific focus that further defines their duties, such as serving as a teacher for students experiencing reading difficulties, as a reading or literacy coach, as a coordinator of reading and writing programs at the school or district level, or in several combinations of these roles.

## [Standard 1: Foundational Knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx) Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. [Standard 2: Curriculum and Instruction](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx) Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. [Standard 3: Assessment and Evaluation](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx) Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. [Standard 4: Diversity](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx) Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. [Standard 5: Literate Environment](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx) Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. [Standard 6: Professional Learning and Leadership](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/%7E/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx) Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

## Required Text, References, and Materials

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

Fountas, I.C, & Pinnell, G.S. (2006). Teaching for Comprehending and Fluency. Portsmouth, NH: Heinemann.

**Supplemental Text:**

Bean, R.M. (2009). *The reading specialist: Leadership for the classroom, school, and community (2nd ed.).* New York: The Guilford Press.

Echevarria, J., Vogt, ME., & Short, D.J. (2008). *Making content comprehensible for English Learners: The SIOP Model.* New York: Pearson.

International Reading Association (2010). *Standards for reading professionals: Revised 2010.* Newark, DE: International Reading Association.

Johnston, P.H. (2010)(Ed.) *RTI in literacy: Responsive and comprehensive.* Newark, DE: International Reading Association.

Pinnell, G.S., & Fountas, I.C. (2007). *The continuum of literacy learning: Behaviors and understandings to notice, teach, and support.* Portsmouth, NH: Heinemann.

Vogt, M.E., & Shearer, B.A. (2011). *Reading specialists and literacy coaches in the real world (3rd ed.).* New York: Pearson.

**Additional Sources:  
Additional References:  
Professional Reading Journals***Educational Leadership  
English Journal  
English Leadership Quarterly  
Journal of Adolescent & Adult Literacy  
Journal of Literacy Research**Language Arts**Reading Research and Instruction  
Reading Research Quarterly  
Research in the Teaching of English**The Reading Teacher  
Voices from the Middle* **Websites**All About Adolescent Literacy: <http://www.adlit.org/>  
Annenberg Teacher Professional Development: <http://www.learner.org/index.html>  
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 Design Collaborative: <http://www.literacydesigncollaborative.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/>  
readwritethink: <http://www.readwritethink.org/>   
Teachers College Reading and Writing Project: <http://readingandwritingproject.com/>   
Council of Chief State School Officers, Adolescent Literacy Toolkit:  
<http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/>  
  
National Institute for Literacy, What content area teachers should know about adolescent literacy:  
<http://www.nifl.gov/adolescent/adolpubs.html/>   
  
**Georgia Department of Education: GeorgiaStandards.Org.** <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>

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

**Common Core State Standards Initiative**  
<http://www.corestandards.org/>

**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 assignments of this course (i.e., literacy engagements and inquiry project).

**Course Expectations**

**Attendance Policy:**Attendance is an essential requirement of this course and is your responsibility as a student in this course. You are expected to attend each seminar meeting, to be prepared by reading the assigned material, and to actively participate in class discussion and online blogging each week. Punctuality is an essential behavior to develop as a teacher. Excessive tardiness and/or absences will result in a grade penalty for the course.

**Assignments**All assignments should be submitted on time by the due date posted and as a WORD.doc 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. Points may be deducted from any assignment that does not meet these standards.

*Late assignments will not be accepted unless you contact me prior to the due and make arrangements for a submission on an alternate date.* This alternate date should be within a week of the posted due date and you should notify me of this new due date in your request for an extension. Late assignments typically result in a point deduction. *However, if you contact me and establish an alternate due date, there will not be a late deduction for your assignment*.

*Assignments that are excessively late or late assignments without prior arrangement will be subject to deductions and may not be accepted for credit at all*. If you regularly fall behind in your assignments, you will not benefit fully from this course. I will follow the following guidelines in point deduction from final assignment grade for the late assignments (without prior arrangement).

1 day late: 10% deduction or 1 grade level

2 days late: 15% deduction or 2 grade levels

3 days late: 20% deduction or 3 grade levels

After 3 days late (without prior arrangement), I will not accept the assignment for credit.

I attempt to provide feedback on assignments in a timely manner. Assignments are graded and returned approximately one week from the due date. If you submit a late assignment, it will take longer for you to receive feedback. If an assignment is going to take longer than a week to return to you due to nature of the assignment or unanticipated circumstances, I will inform you of the date that you can expect feedback from me. *AT ANY TIME*, if you are concerned about an assignment, please contact me to make arrangements to discuss you concerns.

**Technology Use**Computers are an important learning tool 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 ask that you respect your colleagues and your instructor and keep technology use focused on class activities and that also means turning off cell phones and refraining from texting during class. Please see the rubric for participation in the following *Description of Assignments*. Routine practice of “distracted” participation works against the professional learning community in this course.

**Course Support**

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking Georgia View and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner. Once you enter your field placement, I suggest that you designate regular times to check-in on both Georgia View and your GCSU email.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If you have an explicit request for information or a question that involves a concise response, please send an email. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. I have learned 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 an hour before our class meetings and by arrangement. I encourage you to contact with me *at any point in the semester* if you have questions about your assignments or your academic standing in this course. Since this is a blended course with an online component, phone conversations, chat, and Skype may be useful alternatives to face-to-face meetings.
4. I understand that as an adult and a graduate student, you may find yourself balancing a number of personal and career 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**

Please keep in mind that respect should be given to 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 I hope we cultivate in this course.

Class will begin promptly at the designated time for face-to-face sessions. Please plan to arrive to our class meetings promptly and on time, since it can be disrupting to have late arrivals. While we all have situations that may lead to delay in getting to class on time, consistent tardies will impact your participation grade. Please advise me if you have special considerations or concerns.

**Plagiarism Policy**Plagiarism involves representing the academic scholarship of another as your own work and will not be tolerated in this course. If instances of plagiarism are noted, the instructor will determine if this case is the first incident of plagiarism by consulting the university database on plagiarism. If it is, the student will be listed on the university database for plagiarism. The student may also receive a grade of zero for the assignment and an “F” as the final grade for the course. In addition, the professor may move to adjudicate through the university honor code policy.*Plagiarism is a serious academic offense and an honor code violation.*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.

**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>

**Course Activities**

Teaching strategies for this course include lecture, class discussion, cooperative group learning, inquiry into practice, blogging, and online learning modules, including readings, video clips, and online resources.

**Outline of Course Content**

**Online Course Content:**Module 1: Comprehensive Literacy, Literate Classrooms, and Strategic Readers  
Module 2: Strategic Reading and Fluency Across Reading Development  
Module 3: Classroom Assessments: Informing and evaluating learning and instruction  
Module 4: Scaffolding Literacy Learning: Gradual Release of Responsibility  
Module 5: Text, task, and Talk: The importance of conversation and authentic activity  
Module 6: Reading and Writing Workshops: Focus on Differentiated Instruction   
Module 7: Guided Reading and Writing: RTI in Tier 1 & 2   
Module 8: Course Synthesis and Closure

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Dates** | **Topics** | **Assignments Due** |
| 1 | 1/16-1/30 | Learning Module 1: Comprehensive Literacy Programs, Literate and Responsive Classrooms and Strategic Readers | *Learning Module 1 Teaching for Comprehending & Fluency (TC&F), Introduction, ix-xlii; and Chapters 1-3. Blog 1 Post Due* |
| 2 | 1/30-2/13 | Learning Module 2: Strategic Reading and Fluency Across Reading Development | *Learning Module 2 TC&F, Chapters 4 – 9, Professional Journal Club on 2/06 Inquiry Project: Statement of inquiry due. Blog 2 Post Due; Respond to 2 colleagues’ Blog 1.* |
| 3 | 2/13- 2/27 | Learning Module 3: Classroom Assessments: Informing and evaluating learning and instruction | *Learning Module 3 TC&F, Chapters 10 – 14 Lit Engagement I due on LiveText and sharing at seminar on 2/27 Professional Journal Club on 2/27 Inquiry Project: Statement of Topic Blog 3 Post Due; Respond to 2 colleagues’ Blog 2.* |
| 4 | 2/27- 3/13 | Module 4: Scaffolding Literacy Learning: Gradual Release of Responsibility | *Learning Module 4 TC&F, Chapters 15 – 18 Inquiry Project: Write Lit Review & Design Intervention Professional Journal Club on 3/13 Blog 4 Post Due; Respond to 2 colleagues’ Blog 3.* |
| 5 | 3/13-3/27 | Module 5: Text, task, and Talk: The importance of conversation and authentic activity | *Learning Module 5 TC&F, Chapters 19 – 21 & Chapter 30 Inquiry Project: Share Intervention Design Lit Engagement 2 due on LiveText  Blog 5 Post Due; Respond to 2 colleagues’ Blog 4. Remember to record your responses.* |
| 6 | 3/27-4/10 | Module 6: Reading and Writing Workshops: Focus on Differentiated Instruction  This extended learning module reflects GCSU Spring Break, 3/25 -3/29. | *Learning Module 6 TC&F, Chapters 22 – 23, Chapters 27 – 28 Inquiry Project: Implement Plan, Collect & Analyze Data Literacy Engagement 3 due on LiveText and sharing at seminar on 4/17 Respond to 2 colleagues’ Blog 5. Remember to record your responses.* |
| 7 | 4/10- 4/24 | Module 7: Guided Reading and Writing: RTI in Tier 1 & 2 | *Learning Module 7 TC&F, Chapters 24-26 & Chapter 29 Inquiry Project: Write Report & Share Project at Seminar on April 17 Submit Paper on LiveText and Publish on D2L by April 24* |
| 8 | 4/24- 5/05 | Module 8: Course Synthesis and Closure | *Learning Module 8 Respond to colleagues’ papers on D2L Blog Response List due on D2L* |

**Professional Journal Club for Seminars**

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Seminar Date | Standard | *Journal Article* |
| 2 | 2/06 | Foundational Knowledge | Pearson, American Reading Instruction Since 1967 *Preparing Reading Professionals, Part 1* |
| 3 | 2/27 | Curriculum and Instruction | Mathes, et al., The effects of theoretically different instruction and student characteristics on the skills of struggling readers.  *Preparing Reading Professionals, Part 2* |
| 4 | 3/13 | Diversity | Hill, Code-switching pedagogies and African American Student Voices: Acceptance and Resistance. *Preparing Reading Professionals, Part 4* |
| 5 | 4/17 | Literate Environment | Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. *Preparing Reading Professionals, Part 5* |

**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.

**1. Class Attendance & Participation (10%)**  
**2. Course Blog (15%)  
3. Learning Modules (21%)**  
**4. Three (3) Literacy Engagements (24%)  
5. Comprehensive and Integrated Literacy Instruction Project and Presentation (30%)**

**1. Class Attendance & Participation (11%)**: Participation in this hybrid course will be graded based on attendance in the scheduled course sessions, learning module assignments, and blogging, as our continuing online conversations. Attendance at all face-to-face sessions is required. While there may be valid reasons for an unanticipated absence, I do not make provisions for excused absences except for cases of extreme medical conditions and emergencies. You may be asked to complete additional assignments based on the seminar topics and activities.

For successful participation, 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' 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) lead or co-lead one seminar meeting;  
(f) bring all assigned materials to class meetings.

Your participation grade will be based on attendance records, in-class and online discussions and assignments, my observations during seminar meetings, 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. We may not specifically discuss every aspect of the readings in our seminar meetings, since actual meeting time is limited. Select, salient points and topics will be extended in class presentations and discussions, so please bring your questions to seminar and online discussions in order to receive the full benefits of this course. You will be asked to respond to assigned course material in class, online discussions/blogs, and assignments.

**2. Course Blog (14%):** To incorporate writing, reflection,technology, and continuing professional interaction,you will participate in a course blog on Schoology. Blogging will constitute 15% of your total grade. Each quality blog post and responses will be worth 2 points (see rubric below). The blog posting due dates and blog responses due dates appear in the *Outline of Course Content* above. The process and procedures for blogging are explained below.

Your blog posting should reflect: (a) your thinking about the content of assigned readings, seminar discussions, and course resources, (b) your reactions to class topics and discussion, (c) your own literacy history, literate life, and teaching experiences (see *Outline of Course Content*). This blog should *not* be a summary of your readings, but how you process these ideas about content literacy development and instruction, 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 are: How do the principles and ideas compare to my beliefs and experiences? What experiences can I draw on to better understand new ideas? How am I observing the literacies of students in my classroom and school? What are my critical concerns regarding literacy instruction in my content area? How am I seeing new ideas and concepts playing out in classrooms? Your blog will be your “thinking and sharing space" for this course and a way to delve deeper into assigned readings and topics and discussions from our class meetings.

*I will not accept late blogs or responses. For instance, if you do not blog or respond until the last week of this course and issue a flurry of late blogs and responses, please do not expect to receive credit. Blogging is not only about posting your ideas; it is intended to stimulate our on-going professional conversation throughout this course.*

More information and instructions are posted in the blog folder in Course Content on D2L. Please review the expectations and rubric for evaluation of your blog assignment very thoroughly. Below is the rubric that will be used to evaluate blog postings and blog responses.

|  |  |  |
| --- | --- | --- |
| Rubric for Blogging | | |
| 1 | .5 | 0 |
| Thoughtful processing of assigned readings. Includes references to the text, but goes beyond to construct personal meaning. Responds thoroughly to prompt, if given. | Summarizes readings and includes several key points. May include personal experiences. Addresses prompt, if given. | Brief or inappropriate posting. May give very general response to prompt, if given. |
| 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. | Reports 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. |

*A value credit point may be earned by posting and responding in blogging by the due date of the module throughout the semester (all 7 learning modules).*

**3. Learning Modules (21%):** Since this course is a hybrid, consisting of five seminar meetings and online study, most of the content in this course will be presented in learning modules. Learning modules will be posted on D2L in a folder. These modules will consist of an overview of the learning module, 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 available on the first Monday of the module cycle, and assignments will be due according to the above schedule posted in the Outline of Course Content. You will have approximately two weeks to complete a learning module, other than the last course synthesis.

Modules 1 through 7 are 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 will be awarded points according to this rubric. It will be your responsibility to keep up with the readings. Our intention for including assignments in modules is to give further examples of strategies and to support theory to practice in your classroom. Module assignments are similar to in-class assignments and are not *major* course assignments. The major course assignments are listed separately in the syllabus and will be graded based on their own rubrics. Module point values will be posted in your grade book and available to you on D2L.

In addition to module assignments based on your reading and our study of Fountas and Pinnell’s *Teaching for Comprehending and Fluency,* each module will contain a component of the major assignment in this course, a **Comprehensive and Integrated Literacy Instruction Project and Presentation.** Information about this assignment is appears below and also is available in the assignment folder on D2L.

**Rubric for Grading Learning Modules**

|  |  |  |  |
| --- | --- | --- | --- |
| 3 (100%) | 2.75 (92%) | 2.5 (84%) | 2 (67%) |
| *Assignments in this module are high-quality products.* Each assignment demonstrates a thoughtful and reflective approach, includes specific and meaningful examples from readings and other content of module, and demonstrates an in-depth understanding of the content. Assignments are submitted on time. Conventions of mechanics and grammar are strong. | *Assignments in this module are quality products*.  Each assignment is complete and shows thoughtful consideration of the topics of the module. The assignments demonstrate a solid understanding of the module content. 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 be late submissions. Assignments also may represent general and vague references to the content of the module. 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. |

**3. Literacy Engagements (24%):** *The purpose of this assignment is for you to implement three (3) ideas, activities, strategies, and/or resources that you learned about in our seminar presentations and discussions, readings, and resources in order to optimize the language and literacy learning of your students.* One (1) of these activities **must** involve a comprehension strategy and another should be a word study/vocabulary lesson. Each engagement will comprise 8% (or 8 points) of your total grade for this course.

You will select three (3) topics/strategies from this course that fit your needs as an educator, your students’ learning needs, and the demands of your curriculum. In addition, at least one of the literacy engagements should be conducted with a student, small group, or classroom that addresses your growing knowledge across grade markers (PK-2) (3-5) (6-8) and (9-12) and instructional focus on students with diverse learning needs, specifically students identified with a learning disability or English Language Learners. You then will implement these ideas and/or strategies in order to enhance your students’ literacy learning and engagement. All of your engagements must be associated with helping students develop language and literacy. You will discover other ideas for literacy engagements in class presentations and in your readings in *Teaching for Comprehending & Fluency*. Websites listed in this syllabus are yet another source of ideas for literacy engagements. *However, literacy engagements are meant to be authentic literacy experiences. Thus, worksheets and test preparation lessons will not satisfy the spirit of this assignment. Further, literacy engagements are an opportunity to tryout new instruction and design new learning experiences in your class and not to recycle old and current ways of teaching simply to complete the assignment.*

Each of the four engagements needs to include the following information:

* Topic and date(s) implemented
* Intended audience: (developmental level, age, number of students, etc.)
* Resources: Titles of texts or websites you use with your students for your lessons *from this course.*
* Evidence base: Explain the evidence (i.e., research or theory) that grounds your approach to this topic. Why is it quality instruction?
* Rationale for your approach (based on the needs of your children, your needs, the demands of the curriculum, etc). How does it address the needs of your students?
* Georgia Performance Standard (CCGPS) objective/s met, if appropriate
* Description (What you did: A concise but complete overview of the engagement or event)
* Examples of student products and assessment of student learning outcomes (What do students show you they now know and are now capable of doing.). You literacy engagement needs to include a formative assessment of learning. How did the students measure up to the objectives of this lesson?
* Reflection and Analysis (What went well, did not go well, your challenges, etc. Why do I think this happened? What are deeper insights into student learning and my instruction?)
* Appraisal: Now what? (What you learned from implementing this topic, how you will use what you learned in the future, etc.)
* Contribution to your teaching philosophy: So what? (In what ways does this experience influence to your beliefs, values, and principles regarding teaching and learning).

Further information about literacy engagements and a rubric for evaluation are available in the D2L folder. Literacy engagements will be uploaded to LiveText and shared in our seminar meetings.

**4. Comprehensive and Integrated Literacy Instruction Project and Presentation (30%):** Teachers benefit when they look critically at their teaching practice and investigate the complexities and problems they face. In this inquiry project, you will reflect on your teaching practice and brainstorm those areas that represent the complexities or challenges that perplex you or new ideas that you would like to add to your classroom literacy program. After considering a comprehensive view of literacy instruction and exploring your options, you will select one area to research through the professional literature. By searching the professional literature, you will craft a plan to implement in your classroom. Finally, you will report your findings, reflect on the inquiry process and experience, and articulate how you might continue this cycle of inquiry in your future teaching. Details of this assignment and rubrics will be included in a content folder on VISTA and explained in seminar on April 17. The final assignment will be due in Learning Module 7 on April 24.

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

* Learning Module 1: Self-assessment of classroom using a comprehensive model of literacy learning
* Learning Module 2: Statement of Inquiry (2 pts)
* Learning Module 3: Research Topic in professional journals
* Learning Module 4: Write literature review (5 pts) and design intervention (5 pts.)
* Learning Module 5: Share intervention design and begin implementing plan
* Learning Module 6 – Implement, collect and analyze data (5 pts)
* Learning Module 7 – Present findings (5 pts) at seminar on April 17 and write report due on Live Text (5 pt)
* Learning Module 8 – Publish on D2L discussion board by April 24 and respond to colleagues (3 pts) by last day of classes.

This Comprehensive and Integrated Literacy Instruction Project is a data point assessment in your M.Ed. in Reading, Literacy, & Language. The rubric that will be used to evaluate this project is posted in the Inquiry Project folder on D2L. Since this is a supervised project, at some point in implementing your plan, you will need to arrange an observation with me. Prior to this observation, we will discuss your plan in person, by phone, chat, or FaceTime. If possible, I would like to visit your classroom and observe you during your implementation phase. Or, you may choose to include video clips in your final presentation.

**Grading Scale for Final Grade:** Point totals associated with assignment in this course total to 100 points. The final grade will be determined based on the points earned and the grading scale belo A 92-100%   
 B 84-91%   
 C 75-83%   
 D 65-74%   
 F 64% or less

**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 setting.

**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:

* The Liberal Arts and integrated learning
* Professional preparation
* Human relationships and diversity
* 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**

**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.

For more information on other emergencies, please visit: <http://www.gcsu.edu/emergency/actionplanmain.htm>

**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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