

# John H. Lounsbury College of Education Course Syllabus

**EDRD 6690:W1M Course Syllabus**

**Link to D2L**

**https://gcsu.view.usg.edu/d2l/home/809419**

# Page for Reading Specialist <http://www.gcsu.edu/education/readingliteracyandlanguage.htm>

**Program:** Reading, Literacy & Language (RLL)

**Course Title:** Literacy & Language Research & Capstone

# Semester Hours: 3

**Course Information**

**Instructor:**
**Office Hours:**

**Office:**

**Telephone:**

**Email:**

# Class Meetings

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**Course Prerequisite and Description**

Prerequisites: This course should be taken in the last nine (9) hours of the Master’s Degree program of study and requires completion of core courses in the M.Ed. in Reading, Literacy & Language. Prerequisites including: EDRD 6500, EDRD 6251, and EDRD 6661.

This capstone course will serve as a culmination of coursework in the candidate’s major program of study in the Master’s of Education in Reading, Literacy & Language. Candidates will implement and present a research/inquiry project proposed in EDRD 6500 one component of a portfolio that

demonstrates evidence of the candidate’s ability to satisfy IRA/NCATE Standards for Reading Specialists/Literacy Coaches and the Georgia Professional Standards for Reading Specialist.

# Course Function

This course is a required, core course in the proposed Masters of Education in Reading, Literacy & Language and is the capstone course in which candidates will demonstrate their ability to satisfy standards required of literacy professionals as outlined by GPSC and IRA/NCATE.

EDRD 6690 Capstone will serve as a culmination of coursework in the candidate’s program of study in the M.Ed. in Reading, Literacy and Language. In this capstone course, the candidate will implement a final research project that represents effective literacy research and inquiry in examining critical issues relating to literacy and language instruction and development, assessment, and/or leadership. This research will constitute a component of the capstone presentation. Candidates also will present a portfolio of their work to provide evidence of their ability to satisfy IRA/NCATE Standards for Reading Specialists/Literacy Coaches and the Georgia Professional Standards for Reading Specialist.

# Expected Course Outcomes

Through the learning opportunities in this course, students will:

* Identify the standards, functions, and expectations of reading specialists and coaches as outlined by IRA/NCATE and GaPSC.
* Engage in critical reflection on teaching practices and research professional literature to synthesize and write results of the capstone action research design.
* Participate in dialogue and collaboration during face-to-face and online discussions with other teachers to obtain ideas and suggestions for writing, presenting, and publishing action research projects.
* Support for colleagues in the analyzing, writing, and presenting capstone research projects through a writing workshop approach.
* Demonstrate a systematic approach to action research through research methodology, data collection and analysis.
* Write a report from the implementation of the research project proposed in EDRD 6500 that is suitable as a manuscript for publication.
* Examine the requirements for publication of literacy journals and proposal requirements of local and national professional organizations.
* Write a proposal for presentation at a local or national professional conference.
* Design and present an effective presentation for a local or national audience of educators, administrators, and/or policy makers.
* Articulate specific, ethical implications of conducting research with children in classroom settings.
* Engage in conversations about research on diversity and how diversity impacts reading and writing development.
* Design an electronic capstone portfolio by the end of the course that demonstrates their satisfaction of the IRA 2010 Standards for Reading Specialists, K-­‐12, drawing on assignments, projects and experiences across their courses in the program.
* Present their capstone portfolio, identifying significant learning and the connection of this learning to IRA Standards, literacy theoretical foundations, and professional literature.

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 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. 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

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

# Standard 2: Curriculum and Instruction

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

# Standard 3: Assessment and Evaluation

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

# Standard 4: Diversity

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

# Standard 5: Literate Environment

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

# Standard 6: Professional Learning and Leadership

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

# Required Text, References, and Materials

**Course Required Text**

American Psychological Assocation (2009). *Publication manual of the American Psychological Assocation (6th ed.).* Washington, DC: American Psychological Assocation.

Shagoury, R., & Power, B.M. (2011). *Living the questions: A guide for teacher-­‐researchers (2nd ed.).*

Portland, ME: Stenhouse Publishers.

Wepner, S.B., Strickland, D.S., & Quatroche, D.J. (2014). *The administration and supervision of reading programs (5th ed.).* New York: Teachers College Press.

# Supplemental Text:

Belcher, W.L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage Publications.

Additional journal articles and publications will be recommended based on the nature of the capstone research projects.

# Additional References: Professional Reading Journals

*Action Learning: Research and Practice Action Research*

*Education Research for Social Change Educational Action Research Educational Leadership*

*English Journal*

*English Leadership Quarterly Inquiry in Education*

*International Journal of Action Research Journal of Action Research*

*Journal of Adolescent & Adult Literacy Journal of Inquiry and Action in Education Journal of Literacy Research*

*Language Arts*

*Networks: An On-­‐Line Journal for Teacher Research Reading Research and Instruction*

*Reading Research Quarterly Research in the Teaching of English Teacher Research Quarterly*

*The Reading Teacher*

*Systematic Practice and Action Research Voices from the Middle*

*Voices of Practitioners: Teacher Research in Early Childhood Education*

# Websites

All About Adolescent Literacy: <http://www.adlit.org/>

American Educational Research Association: <http://www.aera.net/default.aspx>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 Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/) National Writing Project: Teacher Research/Inquiry:

<http://www.nwp.org/cs/public/print/resource_topic/teacher_research_inquiry>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/>What Works Clearing House for Literacy <http://ies.ed.gov/ncee/wwc/topic.aspx?sid=8>

**Georgia Department of Education: GeorgiaStandards.Org.** Accessed at: https://[www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx](http://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx)

# Common Core Georgia Performance Standards

https://[www.georgiastandards.org/Common-­‐](http://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). In this capstone course, you will design and create your exit portfolio on LiveText.

# Course Expectations

**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. If you *do* make alternate arrangements, you should email me when the assignment is submitted, so that I can review it and provide you with feedback. If you do not contact me AND provide an alternate due date, I will not accept your late assignment. 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 a week from the due date. If you submit a late assignment, it will take longer for you to receive feedback, which is another reason for submitting your assignments on time. If an assignment is going to take longer than a week to return to you due to 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 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 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 our D2L message board and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner. Because we do not meet regularly in this hybrid course, I suggest that you designate regular times to check-­‐in on both D2L and your GCSU email. Especially in this online format, you need to check for communication because we are not meeting weekly.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. 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. During summer session, I am available for conferences 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. Phone conversations, chat, and Skype may be useful alternatives to face-­‐to-­‐face conversations. The bottom line is that I truly value our regular communication and interaction throughout this course.
4. Due the nature of the content in this course, it is important that we establish confidentiality in discussions that occur both in our face-­‐to-­‐face sessions and online. The nature of research deals with participants, and these individuals need to be treated with respect. As a learning community of researchers, we must uphold to high standards of confidentiality and keep information about participants and schools within conversations among our course colleagues.

# 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. Please join the class conversation rather than neighborly chats.

Please be considerate to colleagues during class discussion. I encourage comments, questions, and related experiences. Please consider, though, whether what you have to say contributes to the larger discussion. When relating personal experiences, please consider your colleagues. Let us all try to encourage full participation of our colleagues in our conversations.

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.

# Course Activities

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

# Outline of Course Content

**Online Course Modules:**

CM1: Orientation to Capstone and Research Writing Workshop CM2: Addressing the IRA 2010 Standards and Elements

CM3: Writing Up Research CM4: Portfolio Assessment

CM5: Finding Wider Audiences for Publication CM6: Finalizing Projects and Portfolio

CM7: Portfolio and Action Research Sharing and Celebration

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| --- | --- | --- | --- |
| **Module** | **Dates** | **Topics** | **Assignments Due** |
| 1 | 6/08 | CM 1: Orientation to Capstone, | *CM1: Capstone Standards Chart* |
|  | to | Addressing the IRA 2010 Standards and | *Blog 1* |
|  | 6/13 | Elements, and Writing Up Action | *Writing Workshop 1: Introduction and* |
|  |  | Research | *Literature Review* |
|  |  | 6/13 Seminar Meeting |  |
| 2 | 6/15 | CM2: Portfolio Standards 1 & 2 | *CM2: Narratives for Standards 1 & 2* |
|  | to |  | *Blog 2* |
|  | 6/20 |  | *Writing Workshop 2: Methodology* |
| 3 | 6/22to6/27 | CM3: Portfolio Standards 3 & 4 | *CM3: Narratives for Standards 3 & 4 Blog 3**Writing Workshop 3: Results & Findings* |

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 6/29 | CM4: Portfolio Standards 5 & 6 | *CM4: Narratives for Standards 5 & 6* |
|  | to |  | *Blog 4* |
|  | 7/04 |  | *Writing Workshop 4: Discussion,* |
|  |  |  | *Conclusions, & Implications* |
|  |  |  | *Individual Conferences* |
| 5 | 7/06 | CM5: Portfolio Overarching Narrative | *CM5: Overarching Narrative* |
|  | to |  | *Blog 5* |
|  | 7/11 |  | *Writing Workshop: Final Draft of Action* |
|  |  |  | *Research* |
|  |  |  | *Discussion Board: Publication Plans* |
| 6 | 7/13 | CM6: Finalizing Research Paper, Finding | *Blog 6* |
|  | to | Wider Audiences for Publication, | *Submission of Capstone Research on* |
|  | 7/18 | Capstone Portfolio Field Experiences and | *LiveText* |
|  |  | Practicum | *Publication Plans on LiveText* |
|  |  |  | *Complete Capstone Portfolio Experiences* |
|  |  |  | *and Practicum requirements* |
| 7 | 7/20 | CM7: Finalizing Portfolio | *Finalizing Exit Portfolio on LiveText* |
|  | to 7/25 | Final Seminar -­‐ July 25 | Final Seminar Sharing |
| 7 | 7/27 | CM7: Portfolio and Action Research | *Capstone Presentations* |
|  | to | Sharing and Celebration |  |
|  | 8/01 |  |  |

# 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.

# Seminar Attendance & Participation (6%) 2. Blog (12%)

1. **Writers’ Workshop (15%)**
2. **Capstone Research Project (25%)**
3. **Exit Portfolio & Presentation (32%)**
4. **Publication of Action Research (10%)**

**1. Class Attendance & Participation (6%)**: Class attendance for all face-­‐to-­‐face (f2f) sessions is required. You will be awarded 3 points for each f2f session that you attend. If you arrive late

or leave early, attendance points will be adjusted accordingly. While there may be circumstances that occur that prevent you from attending sessions, making up any part of a session will be considered only in cases of emergency (i.e., medical, injury, family emergency, etc) that can be documented.

*You must attend at least one full face-­‐to-­‐face sessions to get credit for this course.*

For successful participation, you will need to:

1. attend and arrive on time to all class meeting sessions and blog regularly;
2. participate **actively** during class meetings in whole group and small group discussion and in responding to at least two colleagues' per learning module;
3. act professionally and respectfully to others, both in class, in the field, and online;
4. complete the required readings and any other assignments to prepare for class and online interactions;
5. engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;
6. bring all assigned materials to class meetings.

# 2. Blog (12%)

To provide ongoing contact with colleagues the university instructor of the course during this hybrid course, you will participate in a course blog on Schoology. Instructions on joining this blog are included in the Blog folder on D2L. You will be awarded two (2) credits for each of six (6) complete and thoughtful weekly blog posts.

Your blog post should not be a summary of your activities, but a discussion of your thinking and reflection as you proceed in the major projects of the course, your capstone research project and exit portfolio and presentation. You may choose to write smaller daily blogs that provide deeper reflections depending on the extent of your weekly activities. These blog responses will be a source of information in composing your final reflection for your exit portfolio.

Late blogs or responses will not be accepted for credit. For instance, if you do not blog until the last week of this course and issue a flurry of late responses posted to colleagues’ blogs, you are not keeping with the spirit and expectations of this assignment. In such cases, credit for responding will not be awarded. Blogging is not merely about posting your ideas; it is about our ongoing contact and communication in this course.

# Writers’ Workshop (12%)

The writing workshop in this course will support your process of writing up your action research. The writing workshop will have both face-­‐to-­‐face and online components. You will be asked to work on structural components of your research paper in modules, post drafts on the D2L discussion board, and provide colleagues with thoughtful, meaningful feedback to develop their writing. Details and resources for the writing workshop will be available in the Writing Workshop folder on D2L.

# Capstone Research Project (26%)

Capstone research project will be the culmination of the action research project that was begun in the fall of 2013 in EDRD 6500 Designing Literacy Research and conducted and the data analyzed during the spring 2014 term. In this capstone course, you will write up your action research project using mentor journal articles and the support of a f2f and online writing workshop with colleagues in the class. The action research project will be part of your capstone portfolio. You also will search for suitable opportunities to share and publish the findings of your research within a larger community.

# 4. Exit Portfolio & Presentation (32%)

In this capstone portfolio, you will address the 2010 IRA Standards for Reading Specialist, including a narrative of how you satisfied each standard, integrating the critical elements, and including evidence for you course work. This capstone portfolio will be evaluated at the end of the course to determine your final requirement for the Masters of Education in Reading, Literacy & Language. If you do not successfully complete this portfolio, you will not satisfy the requirements of the program. In addition to posting the portfolio on LiveText, you will create a presentation of the several significant learning outcomes that demonstrate how you have developed across this program of study. This presentation will be scheduled at the end of the semester and will include the course instructor, at least one other member of the College of Education who knows you through course work, and any other guests you would like to invite.

# 6. Publication (12%)

In this assignment you will explore literacy conferences in the state, region or nationally that may be context for sharing your capstone research with a larger audience. In lieu of presenting at a conference, you may look for possible places to publish this manuscript or generate a professional development project to be shared among teachers, administrators, or community stakeholders.

# Grading Scale for Final Grade:

A 92-­‐100%

B 84-­‐91%

C 75-­‐83%

D 65-­‐74%

F 64% or less

# 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, word-­‐processed (1” margins, 12 font), spell-­‐checked, and checked for grammatical errors. All work submitted should be thoughtful, reflective of your

learning, and reflective of the high standards that we should have for ourselves as educators.

Points may be deducted from any assignments that do not meet these standards. In addition, I will make deductions for any late work unless you have made prior arrangements with me to submit an assignment on an alternate date. Assignments that are excessively late, without prior arrangement, may not be accepted.

**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 on plagiarism, the student may receive a grade zero for the assignment, and a grade of “F” for the course. In addition, the professor may move to adjudicate through the university honor code procedures.

# Diversity Concerns:

The College of Education (COE) 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.

# 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.

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.

# Professional References:

Beach, R., Green, J., Kamil, M., & Shanahan, T. (2005). *Multidisciplinary perspectives on literacy research (2nd ed.).* Cresskill, NJ: Hampton Press, Inc.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.*

Los Angeles, CA: SAGE Publishing.

Coburn, C.E., & Stein, M.K. (2010). *Research and practice in education.* New York: Rowman & Littlefield Publishers, Inc.

Coiro, J., Knobel, M., Lankshear, C., & Leu, D.J. (2008). *Handbook of research on new literacies.*

New York: Lawrence Erlbaum Associates.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research 3e: Techniques and procedures for developing grounded theory.* Los Angeles, CA: SAGE Publishers.

Creswell, J.W., Plano-­‐Clark, V.L. (2007). *Designing and conducting mixed methods research.*

Thousand Oaks, CA: SAGE Publications.

Denzin, N.K., & Lincoln, Y.S. (Eds.)(2000). *Handbook of qualitative research (2nd ed.).* Thousand Oaks, CA: SAGE Publishing.

Duke, N.K., & Mallette, M.H. (Eds.) (2011). *Literacy research methodologies (2nd ed.).* New York: The Guilford Press.

Flippo, R.F. (Ed.)(2012). *Reading researchers in search of common ground: The expert study revisited (2nd ed.).* New York: Routledge.

Glaser, B.G., & Strauss, A.L. (1999). *The discovery of grounded theory: Strategies for qualitative research.* New York: Aldine de Gruyter.

Green, J.L., Camilli, G., Elmore, P.B. (Eds) (2006). *Handbook of complementary methods in educational research.* Washington, DC: American Educational Research Association; Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Huff, A.S. (2009). *Designing research for publication.* Los Angeles, CA: SAGE Publications.

Israel, S.E., & Duffy, G.G. (Eds.) (2009). *Handbook of research on reading comprehension.* New York: Routledge.

Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach.* New York: The Guilford Press.

Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000). *Handbook of reading research, Vol. III.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Kamil, M.L., Pearson, P.D., Moje, E.B., & Afflerbach, P.P. (Eds.) (2011). *Handbook of reading research, Vol. IV.* New York: Routledge.

Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation.* New York: McGraw-­‐Hill.

McKeown, M.G., & Kucan, L. (2010). *Bringing reading research to life.* New York: The Guilford Press.

Mertens, D.M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: SAGE Publications.

Meyer, R.J., & Whitmore, K.F. (2011). *Reclaiming reading: Teachers, students, and researchers regaining spaces for thinking and action.* New York: Routledge.

Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.).* Los Angeles, CA: SAGE Publications.

Morrow, L.M., Rueda, R., & Lapp, D. (Eds.) (2009). *Handbook of research on literacy and diversity.*

New York: The Guilford Press.

Neuman, S.B., & Dickinson, D.K. (Eds.) (2011). *Handbook of early literacy research, Vol. 3.* New York: The Guilford Press.

Padak, N.D., Rasinski, T.V., Peck, J.K., Church, B.W., Fawcett, G., Hendershot, J.M., Henry, J.M.,

Moss, B.G., Pryor, E., Roskos, K.A., Baumann, J.F., Dillon, D.R., Hopkins, C.J., Humphrey, J.W., & O’Brien, D.G. (Eds.) (2000). *Distinguished educators on reading: Contributions that have shaped effective literacy instruction.*

Reinking, D., & Bradley, B.A. (2008). *Formative and design experiments: Approaches to language and literacy research.* New York: Teachers College Press.

Pressley, M., Billman, A.K., Perry, K.H., Reffitt, K.E., & Reynolds, J.M. (2007). *Shaping literacy achievement: Research we have, research we need.* New York: The Guilford Press.

Saldana, J. (2013). *The coding manual for qualitative researchers (2nd ed.).* Los Angeles, CA: SAGE Publications.

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