

CALIFORNIA STATE UNIVERSITY SAN MARCOS
EDUC 606 CRN 41623
Foundations of Literacy and Literacy Instruction
Fall 2012, Online (Modules run Tuesday-Monday weekly)

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (*Adopted by COE Governance Community, Oct. 1997*)

COURSE DESCRIPTION

EDUC 606 is an overview of theories and practices that affect literacy development in and literacy instruction for students who are English-dominant or who are English Learners. This course is designed to develop Masters students' understandings of how to create cultures of literacy and to develop literacy skills necessary in the 21st century for PreK through adolescent learners. Components of research-based literacy instruction will be a focus of the course with an emphasis on oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. This course is aligned with the California Commission on Teacher Credentialing's standards for the Reading and Literacy Added Authorization.

GUIDING PRINCIPLES

Graduates with a literacy specialization from the COEHHS at CSUSM possess a set of skills, knowledge, and disposition that frames their understanding of literacy development in preK through adolescent learners. This conceptual framework of skills, knowledge, and dispositions influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that provide the foundation of EDUC 606 are:

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Understand major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental, and sociocultural foundations of reading and writing development, processes, and components (guiding principle #1).
2. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2).
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)
4. Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
5. Learn how to teach English literacy by harnessing students' primary language knowledge base to

enable them to develop competency in the English language arts and to develop understanding of content across the curriculum (guiding principle #6)

6. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding principle #7)
7. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8).
8. Develop and implement strategies to advocate for equity, excellence, and social justice for all students (guiding principles #12)

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization:

Standard 2: Promoting a Culture of Literacy

2.1: The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository, and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

2.2: The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

2.3: The program provides opportunities for candidates to review current research on the role of a culture of literacy for developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

2.5: The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

3.2: The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction including oral language development (3.2a), word analysis (3.2b), fluency (3.2c), vocabulary development (3.2d), listening and reading comprehension (3.2e), written language development (3.2f), and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (3.2g).

3.3: The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction, and intervention.

California Teachers of English Learners (CTEL)

Standard 4: Language Structure & Use

The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social

functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

Standard 5: First & Second Language Development & Their Relationship to Academic Achievement

The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 4300, and can be contacted by phone at 760.750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, e-mail, Moodle (Cougar Courses), use of the Internet, and/or multimedia presentations).

Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Assignments will be submitted online.

Electronic Communication Protocol

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate in all class activities. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible (*Adopted by the COE Governance Community, December, 1997*).

For this course, completion of all tasks within each module constitutes “attendance” for that week. Modules run from Tuesday through Monday each week, and all tasks must be completed by Monday at midnight. Students who leave 2 modules incomplete cannot receive an A. Students who leave 3 modules incomplete cannot receive a B.

Assessment of Professional Dispositions

Assessing a candidate’s dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning— and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and

rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice.

COURSE REQUIREMENTS

Required Textbook

Samuels, J., & Farstrup, A. (2011). *What the Research Has to Say About Reading, Fourth Edition*. Baltimore, MD: International Reading Association. ISBN: 978-0-87207-829-1

Suggested but Not Required

Ruddell, R., & Unrau, N. (2004). *Theoretical Models and Processes of Reading, 5th edition*. Newark, DE: International Reading Association. ISBN: 978-0-872-07504-7

Grading Standards

High: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, and classroom implementation. All work is submitted in a professional manner using APA style. Presentations are consistent with professional expectations, use appropriate visual aids and handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, is practiced in a consistent manner.

Intermediate: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style. Generally, presentations are consistent with professional expectations and use visual aids and handouts. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, is apparent.

Low: The graduate student’s skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading, or poor organization. The student needs a great deal of guidance. The student is consistently late with work and has too many classroom or online absences.

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

Course Assignments

~Literacy Autobiography	25 points
~Connections to Practice (Reading Log)	10 points
~Reading Strategies Lesson Analysis	25 points
~Reading Minute	15 points
~Writing	
Options A, B, C	25 points

All written work should be word-processed then posted as an attachment in Moodle in a .doc or .docx file. Students will not receive full credit for late work. (You may resubmit work with improvements and still receive full credit when the original was submitted on time.)

~ Literacy Autobiography

Due: Week 6

The purpose of this assignment is for you to engage in a reflective analysis of your formative experiences developing as readers and writers. Writing personal stories is considered one of the best ways to promote writing among children and adults alike since it provides them the opportunity to write about something they know.

This personal narrative should include the following:

- Start with a brief introduction providing background about who you are as a literate human being (if there is a theme or big idea, even better!)
- Describe one or more seminal event(s)—or a series of small memories—and discuss how this/those event(s) have influenced your development as a literate individual and/or how they have shaped your thinking about literacy
- Highlight current accomplishments and challenges in your literacy development; and, if appropriate, discuss their impact on your classroom practice

~ Connections to Practice

Due: Each week in a variety of formats

The purpose of this assignment is for you to draw connections between key concepts from the readings and your own classroom practice. You will read the assigned chapters for each face-to-face class Module and then write a log entry.

Each entry should identify key concepts from the readings and then discuss your connections to those ideas. Making a connection typically involves describing the manner in which a key concept is demonstrated and/or experienced within your own teaching practice (or an observed educational practice).

~ Reading Strategies Lesson Analysis: Paper & Presentation

Due: Week 8

This assignment includes both a paper and a multimedia presentation. If you are not a practicing classroom teacher, talk with me about appropriate substitutions for this assignment.

The paper (15/25 points)

Develop and teach a lesson for your class that explicitly teaches (not assigns) one or more comprehension strategies. The lesson can be taught one-to-one, small group, or whole class. After you teach the lesson, you will analyze and reflect on the reading lesson. For the paper, summarize the lesson itself and explain whether it is an original lesson or one from a packaged curriculum. Describe the lesson's context in terms of your level of freedom in deciding what will be taught, where the lesson came in the sequence of a unit, and any other pertinent information. Then discuss whether the lesson went well or poorly in your professional opinion. For the parts that went well, explain why. For the parts that went poorly, identify what you can and will do in the future to make it more effective.

The presentation (10/25 points)

Prepare a multimedia presentation to show the reading strategy that is the focus of the lesson. Provide a brief summary of the key points that emerged from your reflection and your analysis after the lesson was taught where you reflect on the lesson's strengths and areas for improvement.

~Reading Minute

Due: By the end of the semester

You will sign up for a date to share something you are currently reading. It can be a news article, a favorite poem, an excerpt from a novel, a professional journal or book, etc. You will give a brief summary of the text and share your thoughts about the reading. You do not have to write up any formal document nor submit anything—this assignment is entirely oral.

~Writing "Options" Assignment

Due: Week 14

You will choose one of three assignment options (based on your current teaching assignment) as you

analyze your writing instruction and explore ways to use writing to facilitate thinking. Choose only ONE option. This assignment can also be submitted for your CTET portfolio.

Writing Option A is geared toward students in grades 2 to 12

Writing Option B is geared toward students Preschool to grade 1.

Writing Option C is geared toward adults and/or individuals outside the school setting.

Writing Option A (for children in grades 2 – 12)

You will demonstrate how to facilitate writing development and use writing as a strategy to develop students' thinking. You will also use writing as a strategy to support English Learners in their development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two students who represent different kinds of challenges to you. One student must be an English Language Learner.
- Develop a writing prompt or identify a genre for each child (or use ones that you have already written or that are part of your school's adopted curriculum). You can identify two prompts to use as pre- and post- measures or ask the student to write in the same genre two different times. The prompt should be based on a writing strategy that you are teaching the students. What is important is to develop a prompt designed to engage students in writing as a means of exploring, developing, and communicating their ideas.
- Engage the students in the first round of writing. One week or more later, engage the students in the second round of writing.
- Collect both samples of the students' writings.
- Analyze the two written works of each student.
- Submit to Cougar Courses a "Written Commentary" that describes the participants, planning, and analysis.

Participants

Describe the two students with whom you are working. For example, what relevant characteristics of these students influenced the selection and planning of the writing strategies on which you based the prompts? What relevant features of the context in which students are situated influenced the prompts?

For *each* student:

- Give a brief sketch, including any relevant information about the student's reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each student represents to you.
- Offer an explanation of what you expect each student would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

For *each* student:

- Describe the writing goals you have for each child as they apply to the writing prompt or genre you selected.
- Describe the specific writing strategies that are required by the prompt or genre
- Explain how you think the writing prompt/genre will foster the students' exploring, developing, and communicating their ideas.
- Specifically for the EL student make sure to explain how the writing fosters the development of English, especially as related to the structure of the language and its use.

Analysis

This is where you explain what you learned from the written work each child produced and what you believe each child gained from the writing activities.

For *each* student:

- 1) Analyze the texts the child wrote using the following questions to guide your analysis:
 - a. What evidence in the writing aspects demonstrates the strengths and the needs of each author?
 - b. Did the writing develop one clear idea?
 - c. Did the details in the writing enrich and develop the main idea?
 - d. Was the writing clear and focused?
 - e. What evidence in the writing illustrates the use of fresh and original ideas?
 - f. What evidence in the writing points to any risks the author took (if any)?
 - g. For the EL, what evidence in the writing exhibits:
 - i. Sentences are constructed in a way that enhances the meaning of the text
 - ii. Sentences vary in length and structure
 - iii. Smooth flow of phrases
 - iv. Use of appropriate academic written English
- 2) What do you believe that the child gained from the writing experiences, especially anything related to the exploration, development, and communication of his/her ideas? What is your evidence?

Writing Option B (for children in pre-school – 1st grade)

You will demonstrate how to support children's writing development and describe ways to foster literacy development in a young child through an analysis of work samples from two children. You will also describe the ways to support young children who are English Learners in their development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two children. One child must be an English Language Learner. The children may reflect any level of writing ability. The children you choose do not need to be able to write connected text.
- Identify the work that you will have the children create. The work should be either 1) a dictations and drawing/brief writing sample, or 2) an extended writing.
- Create the opportunities for the children to engage in writing activities
- Collect work samples at two distinct points in time (one week or more apart)
- Analyze the work samples of each student using the suggestions below to guide your analysis.

Types of Work Samples:

Dictations and Drawing/Brief Writing Samples

A child who has limited ability to use print in conventional ways is likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, this child is able to tell stories, report events, draw pictures, and describe objects. You will collect work samples that document the child's emerging literacy skills. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample.

Samples of Extended Writing

A child that is able to express himself/herself in writing, alone or with support, can create work samples that reflect the child's proficiency to do different kinds of writing. The samples you collect must be first drafts produced by the child.

Written Commentary Format:

Participants

For *each* child:

- Give a brief sketch of each child, including any relevant information about the students' literacy interests and early performance in literacy.
- Provide a brief description of the kind of supports and challenges each child needs.
- Offer an explanation of what you expect each student would gain from the literacy activity that includes a focus on writing prompts you develop, especially as related to their overall literacy development.

Planning

Describe the set of work samples for each child and purpose/goals of these work samples.

For *each* student:

- Briefly describe the activities affording the child opportunity to create the writing.
- Briefly describe the work samples the result from the activities.
- Explain the purpose(s)/goal(s) of the activities/work samples, especially related to how you think they will foster the students' overall literacy development.
- Specifically for the EL student make sure to explain how the activities/work samples foster the development of English, especially as related to the structure of the language and its use.

Analysis

For *each* student:

1. Explain what you learn from the work samples each child produced and what you believe each child gained from the writing activities and analyze the work samples the child wrote using the following questions to guide your analysis:
 - a. What evidence in the work sample demonstrates that the child was applying his/her developing notions related to:
 - i. Concepts of print
 - ii. Relationships between oral language and written language
 - iii. Sense of story
 - iv. Vocabulary and meaningful phrases
 - v. Various purposes/function of different kinds of language/writing
 - b. What evidence in the work samples points to any risks the child is taking to stretch in his/her literacy development?
 - c. For the EL, what evidence in the work sample exhibits:
 - i. a reliance on his/her background language experiences
 - ii. using various structures to communicate for different purposes
 - iii. talks about visuals and/or realia
 - iv. transfers literacy knowledge across language systems
- 2) What do you believe that the child gained from the literacy learning experiences that involved the work sample activities? How did writing activity support the development of his/her literacy overall. What is your evidence?

Option C (for adults and/or individuals outside an instructional setting)

You will demonstrate how to facilitate writing development and use writing as a strategy to develop the individual's thinking. You will also use the writing as a strategy to support English Learners in the development of English with an emphasis on structure of the language and its use.

Steps to take:

- Select two individuals that are willing to work with you and write to the writing prompts that you develop. One individual must be learning English as a second language (EL). (Please note: These individuals *can* be adults)
- Develop a set of writing prompts for each individual. For each individual, develop two different writing prompts. Each prompt should be based on a writing strategy that you will teach the individual(s). What is important is to develop prompts designed to engage individuals in writing as a means of exploring, developing, and communicating their ideas.
- Engage the individual(s) in writing based on the first prompt. One week or more later, engage the individual(s) in writing based on the second prompt.
- Collect the individuals' writings from both the first and the second prompt.
- Analyze the two written works of each individual using the questions below to guide your analysis.

Written Commentary Format:

Participants

- Describe the two individuals with whom you are working.
- Give a brief sketch of each individual, including any relevant information about the individuals' reading/writing interests and performance in literacy.
- Provide a brief description of the kind of challenges each individual represents to you.
- Offer an explanation of what you expect each individual would gain from the writing prompts you develop, especially as related to the proficiency of each student to use writing to explore, develop and communicate their ideas.

Planning

Describe the set of writing prompts for each individual and purpose/goals for these writing prompts. For example, what are the specific writing strategy(ies) that you selected to base the prompts on? What is the purpose you have for the set of prompts for each person?

For *each* individual:

- Describe the specific writing strategies that the two prompts are based on
- Explain the purpose(s)/goal(s) of the prompts, especially related to how you think they will foster the individual's exploring, developing and communicating their ideas.
- Specifically for the individual learning English make sure to explain how the prompts foster the development of English, especially as related to the structure of the language and its use.

Analysis

Explain what you learn from the written work each person produced and what you believe each individual gained from the writing activities.

For *each* student:

- 1) Analyze the texts the individual wrote using the following questions to guide your analysis:
 - a. What evidence in the writing aspects demonstrates that the author was applying the writing strategy the prompt was based on?
 - b. Did the writing develop one clear idea?
 - c. Did the details in the writing enrich and develop the main idea?
 - d. Was the writing clear and focused?
 - e. What evidence in the writing shows that it was written from author's knowledge &/or experience?
 - f. What evidence in the writing illustrates the use of fresh and original ideas?
 - g. What evidence in the writing points to any risks the author took (if any)?
 - h. For the EL, what evidence in the writing exhibits:
 - i. Sentences are constructed in a way that enhances the meaning of the text

- ii. Sentences vary in length and structure
 - iii. Smooth flow of phrases
 - iv. Use of academic written English that is edited, abstract and reported
- 2) What do you believe that the individual gained from the writing experiences, especially anything related to the exploration, development and communication of his/her ideas? What is your evidence?

Course Schedule for EDUC 606

Instructor reserves the right to make changes in the course schedule.

Discussions of how to read and understand research will be woven into each Module.

Module Dates	Topics	Readings & Assignments (Rdg Minute & Logs Every Week)
Module One 8/28/12-9/3/12	What is literacy?	Preview the text
Module Two 9/4/12-9/10/12	Oral language: How do speaking and listening skills develop?	<i>Read:</i> Articles on Moodle
Module Three 9/11/12-9/17/12	Emergent reading and writing	<i>Read:</i> Samuels & Farstrup, Ch.1
Module Four 9/18/12-9/24/12	<u>Optional face-to-face</u> Understanding reading: Comprehension and decoding	<i>Read:</i> Samuels & Farstrup, Chapters 3 & 7
Module Five 9/25/12-10/1/12	Understanding writing: Composing, drafting, revising	<i>Read:</i> Articles on Moodle
Module Six 10/2/12-10/8/12	Historical and contemporary foundations of literacy development	<i>Read:</i> Articles on Moodle Due: Literacy Autobiography
Module Seven 10/9/12-10/15/12	Developing a literacy strategy lesson plan	<i>Read:</i> Articles on Moodle
Module Eight 10/16/12-10/22/12	Multimedia presentations on literacy strategies	Due: Reading Strategies Analysis presentation and write-up
Module Nine 10/23/12-10/29/12	<u>Optional face-to-face</u> Understanding fluency in reading and writing	<i>Read:</i> Samuels & Farstrup, Chapter 4
Module Ten 10/30/12-11/5/12	Reading, writing, speaking, and listening in your classroom	<i>Read:</i> Any research article on a topic of your choosing (contact Toni Olivas in the Library for help if needed)
Module Eleven 11/6/12-11/12/12	Literacy development: What is normal, advanced, delayed?	<i>Read:</i> Samuels & Farstrup, Chapters 9 & 10
Module Twelve 11/13/12-11/19/12	Literacy policy: Intervention, acceleration, and where we are now	<i>Read:</i> Samuels & Farstrup, Chapters 16 & 18
Module Thirteen 11/20/12-11/26/12	Strategies to advocate for equity and social justice	<i>Read:</i> Samuels & Farstrup, Chapters 11 & 17
Module Fourteen 11/27/12-12/3/12	<u>Optional face-to-face</u> Literacy 2.0 (Digital literacies and 21 st century skills)	<i>Read:</i> Samuels & Farstrup, Ch 12 Due: Writing "Options"
Module Fifteen 12/4/12-12/10/12	Closure: Strategizing the next steps for your classroom practice; Becoming a classroom and site leader	<i>Read:</i> Choose ANY Samuels & Farstrup that looks interesting