



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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|----------------------------------|---|
| Course & Section Nos. | EDUC 606 |
| Course Title | Foundations of Literacy and Literacy Instruction |
| Class Roster No. | CRN # 43737 |
| Course Day(s) | Modules run Saturday to Saturday each week |
| Time | Online |
| Course Location | Online |
| Semester / Year | Fall 2018 |
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

| | |
|---|-------------------------------------|
| COURSE DESCRIPTION | 2 |
| GUIDING PRINCIPLES | 2 |
| Highly effective literacy teachers of monolingual and multilingual students . . . | 2 |
| STUDENT LEARNING OUTCOMES | 3 |
| Credit Hour Policy Statement | 4 |
| REQUIRED TEXTS | 4 |
| Comprehensive Exit Portfolio (CEP) | 4 |
| GENERAL CONSIDERATIONS | 4 |
| School of Education Attendance Policy | 4 |
| Students with Disabilities Requiring Reasonable Accommodations | Error! Bookmark not defined. |
| Graduate Writing Assessment Requirement | 5 |
| CSUSM Academic Honesty Policy | 5 |
| Plagiarism | 5 |
| All University Writing Requirement | 5 |
| Graduate Writing Requirements | 5 |
| Course Format | 6 |
| Necessary Technical Competency Required of Students | 6 |
| Contact Information for Technical Support Assistance | 6 |
| GRADING STANDARDS | 6 |
| Grading Scale (in percentages) | 7 |
| COURSE REQUIREMENTS (SIGNATURE ASSIGNMENTS) | 7 |
| SCHEDULE/COURSE OUTLINE | 10 |

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 School of Education at CSUSM possess a set of skills, knowledge, and dispositions that frame 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 ground the work of EDUC 606 are:

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

1. Recognize 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. Demonstrate 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. Employ 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. 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. Integrate tools of technology in literacy settings 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. Create and implement strategies to advocate for equity, excellence and social justice for all students (guiding principle #12).

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for Reading and Literacy Added Authorization met by EDUC 606 are STANDARD 2: PROMOTING A CULTURE OF LITERACY and STANDARD 3: PREPARATION TO TEACH LITERACY TO ALL STUDENTS THROUGH ASSESSMENT, INSTRUCTION, AND APPROPRIATE INTERVENTION.

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, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, 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.

3.3: 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- The combination of face-to-face time, out-of-class online, and field time associated with the course totals to at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course. Because this is a fully-online 8-week course, you should plan on spending approximately 16 hours per week engaged with the learning activities, deliverables, and signature (homework) assignments

REQUIRED TEXTS

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

Alvermann, D.E., Unrau, N.J., & Ruddell, R.B. (2015). *Theoretical Models and Processes of Reading, Sixth Edition*. Baltimore, MD: International Literacy Association. ISBN: 978-0-87207-710-2.

*Because this is an expensive text, we recommend purchasing individual chapters as a cost-saving mechanism. These chapters can be purchased from: <http://www.literacyworldwide.org/get-resources/books/710>.

Selected readings posted in our Cougar Courses container

COMPREHENSIVE EXIT PORTFOLIO (CEP)

The CEP requires that candidates demonstrate their understanding of the 12 guiding principles and their ability to create teaching and learning contexts reflective of those concepts. Throughout the program, candidates place examples of their understanding of the guiding principles into the CEP, which is found on the Cougar Courses Moodle platform and labeled as such. Each course has identified one signature assignment that is designed to show mastery of the Guiding Principles and will be placed in the Comprehensive Exit Portfolio. More information (and the rubric) about the CEP is provided in top section of the EDUC 606 Cougar Course container.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For EDUC 606: Completion of all tasks within each module constitutes “attendance” for that week. Learning activities in each module take the place of the time you would traditionally spend in class if this were a face-to-face course. Signature assignments are what traditionally constitute “homework.” Modules run from Saturday to Saturday, and all learning activities must be completed each Saturday by midnight, unless otherwise noted. Students who leave two modules incomplete cannot receive an A for the course. Students who leave three modules incomplete cannot receive a B.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Graduate Writing Assessment Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for Master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A Master's candidate will satisfy the graduate writing requirement in EDUC 622 by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

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.

Academic Honesty and Integrity: 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 candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. 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.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and discussion postings assigned to this course.

For students needing additional help, the CSUSM Writing Center offers a variety of services. See their website (<http://www.csusm.edu/writingcenter/>) for more information.

Graduate Writing Requirements

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Psychological Association (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDUC 606 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 16 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explain the learning activities in which students will engage, and describe what deliverables must be submitted to earn credit for completing that module.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. The following link:

<https://cc.csusm.edu/mod/page/view.php?id=27208>; details the technical requirements necessary for online learning and identifies resources for support and technical assistance as necessary.

You will save a digital copy of each course's signature assignment in your Comprehensive Exit Portfolio (CEP). All signature assignments are submitted online in the 606 Cougar Courses container; deliverables for the learning activities are submitted electronically in a variety of formats as described by each modules "Step-By-Step Instructions."

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

Other CSUSM Student Resources

CSUSM offers a variety of resources to support students. Information on social and emotional resources (SOAR and Cougar Care Network) is found here: <http://www.csusm.edu/soar/> while the Career Center can be accessed here: <http://www.csusm.edu/careers/>.

Effective Communication Strategies

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail 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 e-mail and on-line discussion messages you send to your colleagues, professors, classmates, and other people 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.

GRADING STANDARDS

Grading Scale (in percentages)

A: 93-100 A-: 90-92 B+: 78-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

COURSE REQUIREMENTS (SIGNATURE ASSIGNMENTS)

| | |
|---|-----------|
| Reading Log | 16 points |
| Literacy Autobiography | 24 points |
| Reading Strategies Lesson Plan and Analysis | 35 points |
| Writing Options Assignment (Choose Option A, B, or C) | 25 points |
| | |
| There is no Final Exam in this course. | |

General Considerations:

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact Jennifer and Erika immediately. Notification of a concern does not constitute an excuse.

All written work should be word-processed and submitted to the appropriate space in the Cougar Courses container as a Word document by midnight of the due date specified in this syllabus.

Specific instructions for each assignment are listed below, and rubrics for each are found in the top section of our Cougar Courses container. We do not provide sample assignments as we want each candidate to focus on their own construction of meaning as opposed to attempting to replicate an arbitrary example. Similarly, we do not specify page minimums or maximums as we want you to focus on the content of the work.

Assignment Descriptions:

~Reading Reflection

The purpose of these reflections is for you to draw connections between key concepts from the readings and your own professional practice. At the beginning of each module, read the guiding questions and learning outcomes; then read the assigned texts or articles (as detailed in the course schedule below) with those questions and outcomes in mind. You will upload your reflection to the specified place on Cougar Courses and please feel free to use non-traditional formats to demonstrate your understanding. We expect these reflections to be conversational in style and serve as a place for you to think about and wrestle with the course content. Each week’s reflection should include:

- A brief summary of the key ideas or major themes from the reading
- Connections between those abstract concepts and the way they are (or might be) operationalized in your professional practice

~Literacy Autobiography

The purpose of this assignment is for you to engage in a reflective analysis of the home and school experiences that contributed to your development as a reader, writer, and user of language. Personal narratives serve as both an entry point for writing as well as an opportunity to identify the ways in which your own experiences influence your professional decisions. This personal narrative should include:

- A brief introduction providing background about who you are as a literate human being and how you conceptualize literacy in both your personal and professional lives
- A description and discussion of the seminal events and small memories that have influenced your development as a literate individual as well as your thinking about literacy
- A discussion of the accomplishments and challenges in your literacy development and their impact on your professional practice

~Reading Strategies Lesson Plan and Analysis—Signature Assignment

Because effective practitioners understand how to identify students' needs, design instruction grounded in those needs, and reflect upon the effectiveness of that work, this assignment asks you to plan, design, and analyze a lesson focused on reading comprehension. The lesson can be taught one-to-one, in a small group, or to the whole class, but it needs to focus on supporting and/or developing reading comprehension in your learners. If you do not currently have a classroom of your own, please email us to discuss ways in which you might modify this assignment. This lesson plan and analysis should include:

- An overview of your classroom context including 1) the level of freedom you have in designing and developing curriculum and instruction, 2) where the lesson falls in the sequence of the unit, and 3) your rationale for why this is an appropriate skill or concept on which to focus for your students
- The actual lesson plan with 1) clearly identified Common Core State Standards and specific student learning objectives, 2) formative and summative assessments that are closely aligned to the standards driving this lesson, and 3) instructional activities that describe how you will teach this lesson to your students (think about sub plans to guide the level of specificity)
- A reflection (written after you teach the lesson plan itself) that analyzes where it went well, how it went poorly (if applicable), and what changes you might make based upon the students' response.

~Writing Options Assignment (Choose either A, B, or C)

You will choose one of three options (based on your current professional context) as you analyze your writing instructional practices and explore ways to use writing to facilitate thinking. Choose only ONE option:

Option A is geared toward students in grades 2 – 12.

Option B is geared toward students in preschool – grade 1.

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

Option A (for children in grades 2 – 12)

With this option, you will use writing as a tool for supporting students' thinking whether they are English learners or English dominant. Step to take:

- Select two students who represent different kinds of challenges to you—one must be an English learner.
- Develop a writing prompt, identify a text type, or choose a writing goal that will guide the work with your whole class while you focus on the performance of your two focus students. This prompt/text type/goal can and should be part of your regular classroom instruction.
- Have your students do a baseline writing sample that you will evaluate based upon the criteria of the prompt/text type/goal you will be teaching.
- Spend 1 week or so teaching the writing strategy or text type with a specific focus on the needs demonstrated by your focus students in their baseline writing sample.
- Have your students do a summative assessment
- Analyze the writing samples looking for differences and (hopefully) growth between the baseline sample and the summative piece. Reflect upon what aspects of your instruction led to the outcomes demonstrated in the summative piece.
- Write a reflection in which you discuss what your writing goals were for the students, how you worked toward achieving them, and what your analysis showed. Discuss what you believed your focus students gained from the process and what impact this experience will have on your subsequent writing instruction.

Option B (for children in preschool – grade one)

With this option, you will demonstrate how to support children's writing development by building on oral language skills and their natural tendencies to communicate and construct meaning. Step to take:

- Select two students who represent different kinds of challenges to you
- Develop writing goals for these two students and/or your whole class as appropriate. The children do not need to be writing independently, and your goal may include a focus on oral language or drawing as an entry point for learning to think like a writer.
- Have the children do a baseline piece of work that is connected to your writing goals.
- Spend one week or so teaching the writing strategy or text type with a specific focus on the needs demonstrated by your focus students in their baseline writing sample.

- Have your students produce another piece of writing (and drawing or speaking if appropriate).
- Analyze the writing samples looking for differences and (hopefully) growth between the baseline sample and the summative piece. Reflect upon what aspects of your instruction led to the outcomes demonstrated in the summative piece.
- Write a reflection in which you discuss what your writing goals were for the students, how you worked toward achieving them, and what your analysis showed. Discuss what you believed your focus students gained from the process and what impact this experience will have on your subsequent writing instruction.

Option C (for adults or individuals outside of the school setting)

With this option, you will demonstrate how you might facilitate writing development, skills, and abilities as you help adults or individuals outside the school setting to develop and strengthen their thinking. Step to take:

- Select two individuals with whom you work OR identify a writing challenge with which you have been wrestling in your professional context.
- Develop a goal for improving the writing of the individuals you selected or for improving your own writing abilities.
- Have the individuals produce a baseline writing sample connected to your specified goals OR identify a piece of your own writing that connects to your goal.
- Spend 1 week or so addressing the specific the needs demonstrated by the baseline writing sample.
- Collect a second piece of writing and analyze the writing samples looking for differences and (hopefully) growth between the baseline sample and the summative piece. Reflect upon what aspects of your work led to the outcomes demonstrated in the summative piece.
- Write a reflection in which you discuss what your writing goals were for the students, how you worked toward achieving them, and what your analysis showed. Discuss what you believed your focus students gained from the process and what impact this experience will have on your subsequent writing instruction.

SCHEDULE/COURSE OUTLINE

All deliverables are due by Saturday at midnight while the next module will be opened on Saturday morning to allow you to maximize your weekend productivity. Topics and timelines may be adjusted based upon class needs.

| Module/Date | Topic | Preparation Required |
|---|---|---|
| Module One August 27 – September 1, 2018 | What is literacy? Oral language: How do speaking and listening skills develop? | <p>Preview: Text and syllabus</p> <p>Schedule: 16 hours per week to devote to the course</p> <p>Schedule: A time to chat during Module 3. Your assigned group is listed at the top of the Cougar Courses container.</p> <p>Read: Chapter 1 from Alvermann, Unrau, & Ruddell (<i>A Historical Perspective On Reading Research & Practice, Redux</i>)</p> <p>Read: Chapter 5 from Alvermann, Unrau, & Ruddell (<i>The Place of Dialogue in Children's Construction of Meaning</i>)</p> <p>Submit: Reading Reflection #1</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Two September 1 – September 8, 2018 | Emergent Reading and Writing | <p>Read: Chapter 1 from Farstrup & Samuels (<i>The Relation Between Alphabetic Basics, Word Recognition, & Reading</i>)</p> <p>Read: Ouellette, G., & Senechal, M. (2008). A window into early literacy: Exploring the cognitive and linguistic underpinnings of invented spelling. <i>Scientific Studies of Reading, 12</i>(2), 195-219. *Posted in the Cougar Courses container.</p> <p>Submit: Reading Reflection #2</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Three September 8 – September 15, 2018 | Understanding Reading | <p>Read: Chapter 19 from Alvermann, Unrau, & Ruddell (<i>Role of the Reader's Schema in Comprehension, Learning, & Memory</i>)</p> <p>Read: Chapter 2 from Farstrup & Samuels (<i>Eye Movements & Reading: What Teachers Need to Know</i>)</p> <p>Read: Chapter 3 from Farstrup & Samuels (<i>Essential Elements of Fostering & Teaching Reading Comprehension</i>)</p> <p>Submit: Reading Reflection #3</p> <p>Submit: Literacy Autobiography</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Four September 15 – | Understanding Writing | <p>Read: Glasswell, K. (2001). Matthew effects in writing: The patterning of difference in writing classrooms K-7. <i>Reading Research Quarterly, 36</i>(4), 348-349.</p> |

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| September 22, 2018 | | <p>Read: Lin, S., Monroe, B., & Troia, G. (2007). Development of writing instruction in grades 2-8: A comparison of typically developing writers and their struggling peers. <i>Reading Research Quarterly</i>, 23, 207-230.</p> <p>Read: Dostal, H., & Gabriel, R. (2015). Designing writing instruction that matters. <i>Voices From the Middle</i>, 23(2), 14-20.</p> <p>Submit: Reading Reflection #4</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Five September 22 – September 29, 2018 | Using historical and contemporary foundations of literacy development to design and analyze a reading strategies lesson experience | <p>Read: Chapter 6 from Farstrup & Samuels (<i>The Importance of Independent Reading</i>)</p> <p>Read: Chapter 8 from Farstrup & Samuels (<i>Developmental Changes in Reading Comprehension: Implications for Assessment & Instruction</i>)</p> <p>Read: Birmingham, C. (2017). From resistance to reading. <i>The California Reader</i>, 50(2), 20-28.</p> <p>Submit: Reading Reflection #5</p> <p>Submit: Reading Strategies Lesson & Analysis</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Six September 29 – October 6, 2018 | Understanding fluency in reading and writing Literacy development: Normal, advanced, and delayed | <p>Read: Chapter 15 from Alvermann, Unrau, & Ruddell (<i>Fluency: Developmental & Remedial Practices—Revisited</i>)</p> <p>Read: Chapter 10 from Farstrup & Samuels (<i>Research on Reading/Learning Disability Interventions</i>)</p> <p>Read: Chapter 11 from Farstrup & Samuels (<i>Implementing a Response to Intervention Model to Improve Reading for All Students</i>)</p> <p>Read: Duke, N., Purcell-Gates, V., Hall, L., & Tower, C. (2006). Authentic literacy activities. <i>The Reading Teacher</i>, 60(4), 344-355.</p> <p>Submit: Reading Reflection #6</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| Module Seven October 6 – October 13, 2018 | Advocating for equity through policy and practice | <p>Read: Chapter 16 from Farstrup & Samuels (<i>Parents & Reading: What Teachers Should Know About Ways to Supportive & Productive Home-School Environments</i>)</p> <p>Read: Chapter 17 from Farstrup & Samuels (<i>Diversity & Literacy</i>)</p> <p>Read: Martell, C., & Watson, P. (2016). Project-based learning: Investigating resilience as the connection between history, community, and self. <i>Voices From The</i></p> |

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| | | <p><i>Middle</i>, 23(3), 10-16.</p> <p>Submit: Reading Reflection #7</p> <p>Submit: Deliverables in the step-by-step instructions</p> |
| <p>Module Eight</p> <p>October 13 – October 20, 20180</p> | <p>Literacy 2.0: Digital literacies and 21st century skills</p> <p>Strategizing next steps</p> | <p>Read: Chapter 40 from Alvermann, Unrau, & Ruddell (<i>Literacy Research in 21st Century: From Paradigms to Pragmatism and Practicality</i>)</p> <p>Read: Chapter 45 from Alvermann, Unrau, & Ruddell (<i>21st Century Skills: Cultural, Linguistic, & Motivational Perspectives</i>)</p> <p>Read: Chapter 18 from Farstrup & Samuels (<i>How Reading Research & Federal Policy on Reading Instruction Have Interrelated Over the Past 35 Years</i>)</p> <p>Submit: Reading Reflection #8</p> <p>Submit: Writing Options Assignment</p> <p>Submit: Deliverables in the step-by-step instructions</p> |