



**The University of Toledo  
Judith Herb College of Education  
Department of Curriculum and Instruction  
TRENDS IN LITERACY ACQUISITION, Distance Learning Class  
CI 6400/8400-901 FALL 2017  
CRN: 51285/51287**

**An Optional Face-to-Face Meeting will be held on Tuesday, October 10  
from 5 – 6pm, Gillham Hall Room 2090**

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**Office Hours:** Tuesdays 9:30-11am & 2:30-4pm  
Wednesdays 9:00-11am  
Also by Appointment  
**Phone possible too**

***Course Prerequisites:***

Graduate student status

***Catalog Description:***

Study of the theories and problems of literacy instruction. Factors affecting literacy development including organizations and climate of the classroom texts and instructional methods will be considered.

***Guiding Principles***

My teaching for this course is guided by my beliefs about the nature of teaching and learning. I believe that there should be a large degree of choice and control in learners' hands and that creating a comfortable class culture is absolutely necessary for learning to be optimized. It is hard to take risks when you are afraid and exhausted. I also know that learning is enhanced through talking and writing. Reading and listening are important also, but it is vital for learners, at all ages, to have opportunities to exchange ideas and express their questions. In this course, we use a variety of materials and very carefully chosen readings to discuss issues about literacy in our society that are complex and terribly important. The element of choice is incorporated into many of the class activities and assignments. There is structure to guide your efforts, but there is also a degree of choice that should, if all goes as planned, enhance your sense of being an essential partner in

shaping your own learning experiences. Below are a couple of quotes I'd like to share with you that I find help me think harder about this enterprise of teaching and learning that we are all a part of<sup>1</sup>:

Here's the first one, which I think is just pure inspiration:

**"How lovely to think that no one need wait a moment, we can start now, start slowly changing the world!" - Anne Frank**

And then there is:

"You must not expect anything from others.  
It's you, of yourself, of whom you must ask a lot.  
Only from oneself has one the right to ask everything and anything.  
This way it's up to you – your own choices –  
what you get from others remains a present, a gift!"  
- Albert Schweitzer  
- (1875 – 1965, surgeon, pastor, Nobel Peace prize winner)

I find this quote interesting because when I think about the situation of teaching and learning, as we have in a university class, Schweitzer's ideas remind me that we each have responsibility to make the most of the situations we find ourselves in and the experiences we have. How we take on that responsibility is our choice – we cannot expect someone else to force us to make certain choices.

But at the same time, I think there is collective responsibility, especially when it comes to figuring out how to teach and learn with the children in our society -- to share our ideas and help each other figure out why the successes are successes and the near-misses, near misses and the flops, flops, and I really can't express this better than something Sitting Bull said:

**"Let us put our minds together and see what life we can make for our children." - Sitting Bull**

Isn't that's really the essence of what we are all trying to do as we embark on this semester's work? I know I am hoping to learn more, think more deeply for myself, but also to "think with" all of you to see what kind of life we can make -- for teachers and for children and families and all members of our society.

***Learning Objectives:***

- Articulate understanding of core components of literacy acquisition including: phonemic awareness, phonics, oral language development, writing, vocabulary development, fluency and comprehension.
- Analyze literacy teaching and learning regarding the following aspects of literacy instruction: oral language development, phonics, fluency, and comprehension.
- Identify ways in which literacy acquisition is related to aspects of culture.
- Synthesize ideas about how to support English Language Learners.
- Find and analyze professional literature regarding a literacy-related topic.

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<sup>1</sup> These quotes can be found in a compilation of quotes selected by Marian Wright Edelman, founder of the Children's Defense Fund. Edelman (2005). *I Can Make A Difference: A Treasury to Inspire Our Children*, New York: Harper Collins.

- Articulate understandings of literacy in ways that help other educators better understand them.
- Demonstrate capacity to use multiple genres of writing to articulate ideas.

## Course Location

Go to the University of Toledo's Blackboard 9.1 homepage to login at:

<https://blackboard.utdl.edu/webapps/login/>

You will need your "UTAD" name and password to log-in.

We are using the latest version of Blackboard this semester. Although I have used this system for a few semesters, I am always trying to learn new ways to do things, and it always seems there are a few glitches now and then. If you are new to Blackboard, and find the website a little difficult to navigate, please don't despair, just keep poking around the site and definitely contact the Distance Learning office and me for help if you need it. Please realize that just as I have a learning curve with this new technology, I understand that many of you will too.

If you need help activating and managing your UTAD account please visit the following website:

<https://myutaccount.utoledo.edu/help/howtoactivate.asp>

for more information about Distance Learning classes, go to: <http://www.utoledo.edu/dl/>

## Course Overview

Through this course you will have the opportunity to further your study and understanding of the field of literacy education. This is not a small task, for...

What was once a rather limited discipline is today a vast and complicated body of knowledge and field of inquiry, frequently drawing on information from many diverse areas such as psychology, sociology and linguistics. The individual wishing to investigate a question or topic in literacy today may find the experience a daunting one.

For example, a recent computer search on the subject "reading comprehension" identified over 12,000 references to this one topic. Ranging across a broad spectrum of subtopics, the results included data-based research studies, classroom observational inquiries, theoretical research papers, as well as personal opinion articles. These references represented the work of university faculty, classroom teachers, commercial publishers and private individuals. Complicating the situation is the fact that there is not only a great deal of information currently available, but many different opinions and perspectives as well. These viewpoints often range between a single individual's position on a topic and a national movement reflecting the philosophies and attitudes of many thousand people (Robinson, McKenna, & Wedman, 2004, p. ix).

So, through course readings and assignments we will explore a number of topics within this large and ever-growing field, including home-school connections, reading comprehension, early intervention in learning to read, content area reading and adolescents, literacy standards and assessments, and literacy instruction for students of diverse backgrounds. In addition, you will have the opportunity to delve more deeply into an area in literacy learning and instruction that is of particular interest to you.

As we engage in our study of these issues, we will focus on the following **Professional/National Standards** from the **International Reading Association**:

### **2010 IRA Standards – Reading Specialist and Literacy Coach**

- 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3: Develop and implement strategies to advocate for equity.
- 5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- 6.2: 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.
- 6.4: Understand and influence local, state, or national policy decisions.

#### ***Course Texts***

Students will be responsible for choosing a set of readings related to the focus of their multigenre paper.

All readings will be available in electronic files via our website. You are **not required** to purchase any texts. You will need to access a printer unless you are very comfortable reading from a screen. If you are close enough to the UT campus, you can print batches of articles and course materials at a campus computer center, such as the Carver Center on the 3rd floor of Gillham Hall.

#### ***Recommended Texts (if you like to own texts from classes you take):***

Farstrup, A.E. & Samuels, S.J. (Eds.). (2002). *What research has to say about reading instruction*. Newark, Delaware: International Reading Association.

Fresch, M. J. (Ed.) (2008). *An essential history of current reading practices*. Newark, DE: International Reading Association.

### **Course Requirements and Procedures & Policies**

This course is web-based and will incorporate various resources available on line as well as utilize a Blackboard website with discussion threads and opportunities for “virtual dialogue” with the instructor and other members of the class. It will be **absolutely necessary** for students to check the course website site at least twice weekly in order to participate in online discussion threads and post various assignments and respond to each other's posts.

There is one **optional** face-to-face meeting evening during which there will be time to ask questions, troubleshoot any technological issues people are having, and consult about individual projects. I am also happy to set up a time to talk by phone or to make a face-to-face appointment. Please email me to make arrangements.

#### ***Preparation and Participation***

An important aspect of any learning community is the active engagement of students and teachers around worthwhile content. Your contributions to online discussions are essential to your learning as well as to the health and learning of the learning community of this course. It is your responsibility to be prepared to be an active participant by having completed the assigned readings and related written assignments in a timely fashion.

### ***On-line Participation***

Students are expected to demonstrate active participation within online components of the course. If you find yourself falling behind, please contact me to work out a plan to get back on track. Lack of participation will affect your grade.

### ***Late Assignments***

Although I almost never use it, I reserve the right to lower the grades of work not submitted on their due dates. Under certain circumstances, an “IN” or Incomplete, or “PR” or making Progress, designation is also an option.

## **UNIVERSITY POLICIES**

### ***Policy Statement on Non-Discrimination on the basis of Disability (ADA)***

*The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).*

### ***Academic Accommodations***

*The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).*

If you should need special arrangements for projects, note taking, special print, or other considerations that would help you learn more effectively or demonstrate your learning more fully, please do not hesitate to ask. You can email or call me directly or arrange an appointment to discuss your needs.

### ***Academic Integrity***

Academic integrity is key component of professionalism. It is expected that all students uphold the principles of academic integrity in their work for the class. Students who do not follow these principles may be subject to disciplinary action. Please refer to this website: <http://www.utoledo.edu/dl/students/dishonesty.html> for more information.

***It is essential that you cite all sources of ideas and quotes correctly and completely (including web-based resources); if you are in any doubt about when and how to do so, please ask. Plagiarism is a serious breach of academic integrity.***

### ***Grading Scale***

A = 95-100%	B = 84-86 %	C = 74-76 %	D = 64-66%
A- = 90-94 %	B- = 80-83 %	C- = 70-73 %	D- = 60-63%
B+ = 87-89 %	C+ = 77-79 %	D+ = 67-69 %	F = or less than 59%

## **Course Assignments**

## I. Multigenre Project (MGP)

In this course you will be asked to identify a particular topic in the field of literacy that is of interest to you. This topic will become the focus of some of your reading as well as a multigenre paper (MGP) you will complete for this class. This is **not** your typical research paper. There are three parts to this project. I'll explain them briefly in the next paragraph, each in a little more depth below that and then there are "assignment guides" that have far more detail and guidance. I'm also always happy to talk with you about your project ideas.

The first component due is a "focus paper." This is not the whole project, but more like an initial sketch, or plan for what you think the final project will be about and how you may go about writing about your focus topic. The second element due is an annotated bibliography. This is in essence, a reference list, but one that has descriptions you write of the main ideas and critiques of the usefulness of some of the resources from the professional literature you've used to learn more about your focus topic. There are two due dates for the annotated bibliography, one early-ish in the semester to be sure you get going with the professional literature and use that reading as the basis for your MGP work. Finally, the third piece of this work is the "multigenre project itself." This includes multiple pieces of your writing (and creation) that help other educators understand your focus topic.

If this all sounds kind of confusing, please don't worry. If your experience is like hundreds of others who have taken this course (and it very likely will be), this project work WILL make more sense. Crafting a good multigenre project takes time and effort and many people feel anxious about this aspect of the course at first. However, I can tell you that once folks have gotten going with this work, just about everyone reports finding it a refreshing and – get this – even an *enjoyable* way to deeply explore an aspect of literacy.

### **Part 1: Multigenre Paper Focus & Format Description**

Early in the course you will identify and write about your focus -- an area of literacy learning and instruction that you would like to learn more about. In a written description of 1-2 pages you will address a set of key questions, including the following:

- what area related to literacy are you interested in learning more about;
- what do you already know about this area;
- why is this area important to you and your teaching?

In addition, you will also include a list of, and rationale for 6 (includes a required letter to parents about your topic) different genres you would like to include in your paper. This is **not** a set of lesson plans or even a gathering of teaching ideas. The intent of this project is for each person in this class to develop a strong understanding of some aspect of literacy teaching and learning and communicate that understanding in different ways by "translating" the ideas into various genre in a way that you could tell other teachers what you have learned. Further directions for brainstorming and developing the multigenre project topic, is available in the "MGP Assignment Guide & Resources" area of the course website. This assignment will contribute 20 points to your final grade.

**Multigenre Project Focus & Format Due by Sunday, October 15 by midnight**

### **Part 2: Annotated Bibliography**

As you explore and research the topic for your multigenre paper, you will read many texts that you will inform the writing you do for your final project. You will also read texts that you *may not* use in your paper, but the information gained from them will serve as important background material for your writing and thinking about this topic. At least 3 of the 6 articles you will eventually annotate will need to be reports of **empirical research** studies related to your topic. (*Students enrolled in the doctoral level of this course (CI 8400) are required to annotate 8 resources,*

at least 4 of them empirical studies.) The annotations you write should summarize in reader-friendly language what that text was about and why it might be worth your colleagues' time and attention in the future. You will distribute these annotated bibliographies via our website to your colleagues so that we will all have a set of references for future consultation.

Bibliographies should be typed, with citations in APA style. Further directions for creating this annotated bibliography as well as the evaluation criteria will be distributed online. This annotated bibliography will contribute 40 points to your final course grade.

***Multigenre Project Annotated Bibliography due in two parts:***

***Part I (at least 3 articles): Sunday, November 12 by midnight***

***Part II (at least 3 more articles): Sunday, December 3 by midnight.***

***Then, post all 6 together on the Discussion Board by December 3 to share with the whole class.***

### ***Part 3: Multigenre Paper Itself***

In this course you will create a multigenre paper on a topic of your choice in the field of literacy acquisition. For those of you who may not be familiar with this kind of writing, the following definition from Tom Romano (2000) is a good place to start:

A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images, and content. In addition to many genres, a multigenre paper may also contain many voices, not just the author's. The trick is to make such a paper hang together. (p. xi)<sup>2</sup>

Much more explanation, and examples of multigenre papers and additional resources to support your thinking about and completion of this project will be provided via our website. This multigenre paper will contribute 60 points to your final grade. If you would like an extension for more time, please contact me with your plan. ***Final Multigenre Project Itself due by Sunday, December 10 by midnight.***

## **II. On-going Discussions & Reading Related Assignments**

By Sunday night, roughly every other week of the course, I will post a "reading guide" for a selected chapter(s) and a set of related materials. By Sunday (midnight) of the second week, *you* are expected to have posted a response in the Discussion Board to the readings (as explained in each reading guide). By the following Wednesday you will each have read at least 3 of your classmates' responses for each set of readings and posted a substantive response to them. I know this sounds a little confusing, but it becomes a routine and the flexibility to pace one's own work within this framework, seems to work quite well for most people. You should allow at least 6 - 8 hours for these activities per reading.

These activities are worth 80 points of your grade.

Your contributions to the on-going Discussion Board postings and reports on fieldwork will be evaluated in the following way:

- Quantity (30 pts): determined by the % of a complete set of original posts you write and responses you write to your class colleagues' posts. This semester, posting at least 56 total times (14 "original" or "initial" posts, and 42 responses to others' posts) to the Discussion Board will be considered 100% in terms of quantity.
- Quality (30 pts): meaning the degree to which your original and response posts are of high, medium or low quality. I read every initial post and many of the follow-up responses – last semester there were about 700. But I cannot comment on every post: it is not physically possible. However, because I try to read just about everything, I do get a "general impression" of the seriousness and thoughtfulness with which different students approach the discussion board aspect of the class. If you want a critique of the quality of your posts overall and I have not given you one, please simply email me directly and ask for one. This is a graduate-level course and I expect, and my experience has been, that the quality of most posts will be high -- very high in fact -- so please don't stress about this too much. But there are very occasionally one or two people -- probably very busy people -- who have quite consistently *not* demonstrated much thoughtfulness in many of their posts and having this criterion explicitly stated allows me to address this.
- Participation overall in the Discussion Board aspect of the course (20 pts): This aspect refers to how many posts you read. I do not expect that participants in the class will read every post, however, to achieve the maximum grade for this aspect of the course you will need to read at least one-third of the total discussion posts (what you open and read is tracked by the online system). You *could* get through the course and only read the minimum number of your colleagues' posts to be able to write responses to their posts, but you would miss out on a lot. The discussion posts are analogous to face-to-face discussions in a "regular" class, and having now taught this course as a completely online course several times, I can attest that if you read a lot of the discussion posts, you will get more out of the course than if you read the bare minimum. In fact, one thing I really like better about online courses than face-to-face courses, is that because EVERYONE must post, you get a chance to "hear" more people's ideas than is often the case within in-class discussions where there are sometimes just a few people who regularly speak. You and your colleagues have very interesting and insightful comments to make and one can learn a great deal from other members of our class community.

### III. Fieldwork Reports

Embedded within responses to readings are 10 hours' worth of fieldwork. These not only help us delve deeply into important fundamental aspects of literacy, as a bonus, these hours also contribute toward the 100 hours of fieldwork required by the State of Ohio for the Ohio Reading Endorsement<sup>3</sup>. For every hour of fieldwork, you can earn up to 10 points toward your final grade. Details about how to go about engaging in and reporting on your fieldwork are described in reading guides for readings with associated fieldwork. There are also specific fieldwork guides posted in the Assignment Drop Box. In general, a final piece of each fieldwork experience is some writing to connect the experience with the reading(s) that you post as a discussion board posting. In addition, there are notes or other aspects of the fieldwork that need to be turned in within the "Assignment Drop Box." Again, refer to the "reading guides" and the specific fieldwork guides for details.

#### Keeping up with the work:

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<sup>3</sup> Please note that even if you are not pursuing an Ohio Reading Endorsement, these fieldwork assignments are an integral part of the overall course and completing them is required of all class participants.



We do not have "set times" during which you must be online and you have a fair amount of flexibility about when do to the work for this class. But, *I would strongly recommend* that you try to set up a regular schedule so that you will have time to do the readings and postings, and work on your multigenre project every week. But life being life – and I know how busy teachers' lives are – there will be weeks when your schedules just don't allow enough time to do everything – no need to panic, just catch up!

I value communication, so please also let me know if some unexpected complication arises for you, or you are feeling very confused about some aspect of the course.

## Summary of Major Due Dates

Here are the major due dates for the course. (Please also consult the detailed schedule on the last several pages of this syllabus.)

### Discussion Board Postings

<i>Readings</i>	<i>Initial postings due</i>	<i>Responses to others (3 per reading)</i>
1 & 2	September 10	September 13
3 & 4	September 24	September 27
5 & 6	October 8	October 11
7 & 8	October 22	October 25
9 & 10	November 5	November 8
11 & 12	November 19	November 22
13 & 14	December 3	December 6

### Fieldwork

Oral Language Fieldwork (2 hours): Sept. 10 (in relation to Reading #1)

Phonics Fieldwork (3 hours): Sept. 24 (in relation to Reading #3)

Fluency Fieldwork (1 hour): Oct. 8 (in relation to Reading #6)

Comprehension Fieldwork (2 hours): Oct. 22 (in relation to Reading #7)

Working with English Language Learners Fieldwork (2 hours): November 19 (Readings 11 & 12)

### Multigenre Project Work

Multigenre Focus Paper: Sunday, October 15

Multigenre Annotated Bibliography: Part I: Sunday, November 12. Part II: Sunday, December 3

Multigenre Project itself: Sunday, December 10

## Detailed Course Schedule

<i>Dates</i>	<i>Topics &amp; Readings</i>
Readings 1 & 2  Materials posted on Monday, August 28  Post personal responses (1 per reading & 1 brief self-introduction) by	Readings #1: Topic: Thinking About Literacy Development – at home and at school <ul style="list-style-type: none"> <li>Excerpt from J. D. Bransford, A. L. Brown &amp; R. R. Cocking (Eds.), <i>How people learn: Brain, mind, experience, and school</i> (2000). (pp. 105-113), Washington, D.C.: National Academy Press</li> <li>Optional: Excerpt from C. Snow, P. Griffin &amp; M. S. Burns (Eds.), <i>Knowledge to support the teaching of reading</i> (2005). (pp. 15 – 22), San Francisco: Jossey-Bass.</li> </ul>

<p>Sunday, September 10</p> <p>Oral Language Fieldwork due Sunday, Sept. 10 (Note, a portion of this becomes your personal response to Reading #1)</p> <p>Post 3 responses per reading to others' ideas by Wednesday, Sept. 13</p>	<p>Work with this reading includes a 2-hour Fieldwork Assignment about Oral Language (see the Reading Guide and Oral Language Fieldwork Guide for more details). Due Sunday, September 10</p> <p>Reading #2: Topic: Home Literacy Environments</p> <ul style="list-style-type: none"> <li>Edwards, P. A. (2007). Home literacy environments: What we know and what we need to know. In M. Pressley, A. K. Billman, K. H. Perry, K. E. Reffitt &amp; J. M. Reynolds (Eds.) <i>Shaping literacy achievement: Research we have, research we need.</i> (pp. 42 – 76). New York: The Guilford Press.</li> </ul>
<p>Readings 3 &amp; 4</p> <p>Materials posted on Sunday, Sept. 10</p> <p>Personal responses and observations by Sunday, September 24</p> <p>Phonics Fieldwork due Sunday, Sept. 24 in conjunction with Reading #3</p> <p>Responses to 3 others' posts (3 for each reading) by Wed. Sept. 27.</p>	<p>Reading #3: Topic: Phonics</p> <ul style="list-style-type: none"> <li>Cunningham, P. M. &amp; Cunningham, J. W. (2002). What we know about how to teach phonics. In A. E. Farstrup &amp; S. J. Samuels (Eds.), <i>What research has to say about reading instruction.</i> (pp. 87 – 109). Newark, DE: International Reading Association.</li> </ul> <p>Work with this reading includes a 3-hour Fieldwork Assignment about Phonics Instruction. Please see the Phonics Fieldwork Guide and Phonics Fieldwork Recording Sheet for more details. Due Sunday, September 24.</p> <p>Reading #4: Topic: Phonemic Awareness</p> <ul style="list-style-type: none"> <li>Ehri, L. C. &amp; Nunes, S. R. (2002). The role of phonemic awareness in learning to read. In A. E. Farstrup &amp; S. J. Samuels (Eds.), <i>What research has to say about reading instruction.</i> (pp. 110-139). Newark, DE: International Reading Association.</li> <li>Issues related to the condition of dyslexia are addressed this week.</li> </ul>
<p>Readings 5 &amp; 6</p> <p>Materials posted on Sunday, Sept. 24</p> <p>Personal responses and observations by Sunday, Oct. 8</p> <p>Fluency Fieldwork due Sunday, Oct. 8, in conjunction with Reading #6</p>	<p>Reading #5: Topic: Spelling &amp; Word Study</p> <ul style="list-style-type: none"> <li>Moats, L. C. (2005). How spelling supports reading: And why it is more regular and predictable than you may think. <i>American Educator</i>, Winter 2005/06, 12 – 43.</li> </ul> <p>Reading #6: Topic: Fluency</p> <ul style="list-style-type: none"> <li>Rasinski, T. V, &amp; Mraz, M. (2008). Fluency: Traversing a rocky road of research and practice. In M. J. Fresch (Ed.) <i>An essential history of current reading practices</i>, (pp. 106 – 119). Newark, DE: International Reading Association.</li> </ul> <p>Work with this reading includes a 1-hour Fieldwork Assignment about</p>

<p>Responses to 3 others' posts (3 per reading) by Wed. October 11</p>	<p><b>Fluency. Please see the Fluency Fieldwork Guide for more details. Due Sunday, October 8.</b></p>
<p>Readings 7 &amp; 8</p> <p>Materials posted on Sunday, October 8</p> <p>Personal responses and observations by Sunday, October 22</p> <p>Comprehension Fieldwork due Sunday, Oct. 22</p> <p>Responses to 3 others' posts by Wednesday, Oct. 25</p> <p><b>Multigenre Project Focus Papers due by Sunday, October 15</b></p>	<p>Reading #7: Topic: Comprehension</p> <ul style="list-style-type: none"> <li>McLaughlin, M. (2008). Reading comprehension: An evolution of theory, research, and practice. In M. J. Fresch (Ed.) An essential history of current reading practices, (pp. 82 – 105). Newark, DE: International Reading Association.</li> <li>Optional: Duke, N. &amp; Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup &amp; S. J. Samuels (Eds.), What research has to say about reading instruction. Newark, DE: International Reading Association.</li> </ul> <p><b>Work with this reading includes a 2-hour Fieldwork Assignment about Comprehension. Please see the Comprehension Fieldwork Guide for more details. Due Sunday, October 22</b></p> <p>Reading #8: Topic: Fostering Strategic Reading Behaviors</p> <ul style="list-style-type: none"> <li>Block, C. C. &amp; Israel, S. E. (2004). The ABCs of performing highly effective think-alouds, <i>The Reading Teacher</i>, 58(2), 155 – 167.</li> </ul> <p><b>Multigenre Project Focus Papers due by Sunday, October 15</b></p>
<p>Readings 9 &amp; 10</p> <p>Materials posted on Sunday, Oct. 22</p> <p>Personal responses and observations by Sunday, Nov. 5</p> <p>Responses to 3 others' posts by Wednesday, Nov. 8</p>	<p>Reading #9: Topic: Thinking About Students and Their Families in Relation to School Literacy Instruction</p> <ul style="list-style-type: none"> <li>Au, K. H. (2002). Multicultural factors and the effective instruction of students of diverse backgrounds. In A. E. Farstrup &amp; S. J. Samuels (Eds.), What research has to say about reading instruction. Newark, DE: International Reading Association (pp. 392-413).</li> </ul> <p>Reading #10: Topic: Teaching Literacy for Access and Equity <i>Please choose at least 1 of the following 3 readings:</i></p> <ul style="list-style-type: none"> <li>Excerpts from Bigelow, B., Christensen, L, Karp, S., Miner, B. &amp; Peterson, B. (Eds.) (1994). Rethinking our classrooms: Teaching for equity and justice, volume 1. Milwaukee, WI: Rethinking Schools.</li> <li>Excerpts from Teaching Tolerance Project (1997). Starting small: Teaching tolerance in preschool and the early grades. Montgomery, AL: Southern Poverty Law Center.</li> <li>Excerpt from Esquith, R. (2007). Teach like your hair's on fire: The methods and madness inside room 56. New York: Viking.</li> </ul>

<p>Readings 11 &amp; 12</p> <p>Materials posted on Sunday, Nov. 5</p> <p>ELL Fieldwork due Sunday, Nov. 19</p> <p>Responses to 3 others' posts by Wednesday, Nov. 22</p> <p><b>Part I: MGP Annotated Bibliography, Due Sunday, Nov. 12</b></p>	<ul style="list-style-type: none"> <li>Fieldwork Module: The IRIS Center for Training Enhancements. (2011). Teaching English Language Learners: Effective Instructional Practices Retrieved on from <a href="http://iris.peabody.vanderbilt.edu/module/ell/">http://iris.peabody.vanderbilt.edu/module/ell/</a></li> </ul> <p><b>ELL Fieldwork due Sunday, Nov. 19</b></p> <p><b>Part I: MGP Annotated Bibliography, Due Sunday, Nov. 12 (annotations for at least 3 professional resources/ empirical articles related to your focus topic)</b></p>
<p>Readings 13 &amp; 14</p> <p>Materials posted on Sunday, Nov. 19</p> <p>Personal responses and observations by Sunday, Dec. 3</p> <p>Responses to 3 others' posts by Wed., Dec. 6</p> <p><b>Part II: MGP Annotated Bibliography, Due Sunday, Dec. 3 (annotations for at least 3 more professional resources/ empirical articles related to your focus topic)</b></p>	<p>Reading #13: Topic: Fostering Vocabulary Growth</p> <ul style="list-style-type: none"> <li>Graves, M. F. &amp; Watts-Taffe, S. M. (2002). The place of word consciousness in a research-based vocabulary program. In A. E. Farstrup &amp; S. J. Samuels (Eds.), What research has to say about reading instruction. Newark, DE: International Reading Association, pp. 140 - 165.</li> </ul> <p>Reading #14 Topic: Supporting Students' Writing Development</p> <ul style="list-style-type: none"> <li>Fox, M. (1988). Notes from the battlefield: Towards a theory of why people write. Language Arts 65(2), 112-125.</li> </ul> <p><b>Part II: MGP Annotated Bibliography, Due Sunday, Dec. 3 (annotations for at least 3 more professional resources/ empirical articles related to your focus topic) Post compiled bibliography of at least 6 professional resources to the discussion board.</b></p>
<p>Last Week</p>	<p><b>MGP, Due by Sunday, December 10 to appropriate Assignment Drop Box, direct email, or as hard copy.</b></p> <p>Posting to Discussion Board is optional.</p>

**NOTE:** This syllabus is subject to change due to unanticipated opportunities or conditions if the professor believes such changes are in the students' best interests.