

Instructor: Jen Knight

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Office Hours: By Appointment

Required Text

All required readings are available for download from the course web site in the associated learning modules for each course topic.

Course Description

This course is organized around five broad topical areas and associated literacy instruction and assessment practices:

(a) *Cultural and linguistic differences*: second language acquisition and characteristics of English Language Learners (ELLs), education programs for ELLs, English language proficiency screening, and reading and writing instruction for second language learners;

(b) *Individual motivation differences*: ways in which motivation affects student literacy learning, tactics for increasing motivation (e.g., goal setting, choice, learner-centered materials), tools for assessing motivational attributes (e.g., interest inventories);

(c) *Neuropsychological differences*: characteristics of students with language and learning problems, literacy instruction for students with language and learning problems; tools for screening language and learning limitations;

(d) *Instructional arrangements to accommodate learning differences*: adaptations to the environment, materials, teaching strategies, task requirement, and learning tasks, including cooperative learning arrangements, peer-mediated instruction, strategy instruction, and responsiveness to intervention; and

(e) *Core components of effective literacy instruction*: phonological awareness for decoding and spelling, phonics and structural analysis for decoding and spelling, vocabulary knowledge, reading and writing fluency, reading comprehension and written expression, reading and writing connections, literacy across the disciplines.

Course Objectives

The student will demonstrate knowledge of:

- the principles of instruction and remediation in reading and writing
- classroom assessment techniques for reading and writing

- materials and adaptations (accommodations/modifications) for reading and writing instruction

The student will demonstrate the ability to:

- critically evaluate materials, curricula, programs, and practices used in literacy instruction
- select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of learners from diverse cultural and linguistic backgrounds
- identify and discuss advanced literacy instruction practices

Tentative Schedule

WEEK OF 1-10-11

Course introduction

- Read over syllabus, bio sketch assignment, discussion forum guidelines, term project guidelines and grading rubric.
- E-mail any questions to Jen.
- Write bio sketch
- **BIO SKETCH DUE Monday, January 17, 2011 by 8 am**

Policies and Standards for Literacy Teaching & Learning

- Read PowerPoint (PPT) for [module 1](#).
- Read core readings for [module 1](#).
- There will be a live chat for this module during the week of 1-24-11.

WEEK OF 1-17-11

BIO SKETCH DUE Monday 1-17-11 by 8 am.

- Read classmates bio sketches in order to learn about the other members of our learning community.
- Use this information to choose whose posts you will focus on. You do not have to read all 25 or so posts each week. Pick 4 people who match your interests and teaching situation. Focus on reading and commenting on their posts. Then, try to read one new person each week so you can see how somebody in a different teaching situation is thinking about the readings.

Policies and Standards for Literacy Teaching & Learning

- Read PowerPoint (PPT) for [module 1](#).
- Read core readings for [module 1](#).

- There will be a live chat for this module during the week of 1-24-11.

WEEK OF 1-24-11

Policies and Standards for Literacy Teaching & Learning

- LIVE CHATS FOR MODULE 1 THIS WEEK.

Characteristics of Diverse Literacy Learners

- Begin reading core readings and PPT for [module 2](#).

FINAL PROJECT

- Carefully read the final project assignment.

WEEK OF 1-31-11

Characteristics of Diverse Literacy Learners

- Read core readings and PPT for [module 2](#).
- Post to [module 2 discussion forum](#) by **2-07-11**.

FINAL PROJECT

- Identify 1 or 2 students for your final project.
- Submit a short paragraph explaining who you picked and why.
- Post by **2-04-11**.

WEEK OF 2-07-11

Characteristics of Diverse Literacy Learners

- Post to [module 2 discussion forum](#) by **2-07-11**.
- Respond to at least 2 posts from [module 2](#) by **2-11-11**.

Adaptations for Struggling Literacy Learners in Regular Classrooms

- Begin reading core readings and PPT for [module 3](#).
- Post to [module 3 discussion forum](#) by **2-21-11**.

WEEK OF 2-14-11

Adaptations for Struggling Literacy Learners in Regular Classrooms

- Read core readings and PPT for [module 3](#).
- Post to [module 3 discussion forum](#) by **2-21-11**.

WEEK OF 2-21-11

Adaptations for Struggling Literacy Learners in Regular Classrooms

- Post to [module 3 discussion forum](#) by **2-21-11**.
- Respond to at least 2 posts from [module 3](#) by **2-25-11**.

Word-Level Instruction & Assessment AND Vocabulary Instruction & Assessment

- Begin reading core readings and PPT for [modules 4 and 5](#).
- Post to [module 4/5 discussion forum](#) (under [module 4](#)) by **3-28-11**.

FINAL PROJECT

- Decide on topic for project.
- Decide on pre- and post-assessment
- Submit a short paragraph explaining your topic, assessments, and why you picked them.
- Post by **2-28-11**.

WEEK OF 2-28-11

Word-Level Instruction & Assessment AND Vocabulary Instruction & Assessment

- Read core readings and PPT for [modules 4 and 5](#).
- Post to [module 4/5 discussion forum](#) (under [module 4](#)) by **3-28-11**.

WEEK OF 3-21-11

Word-Level Instruction & Assessment AND Vocabulary Instruction & Assessment

- Read core readings and PPT for [modules 4 and 5](#).
- Post to [module 4/5 discussion forum](#) (under [module 4](#)) by **3-28-11**.

FINAL PROJECT

- If you want me to review lesson plans they **must be to me by 3-31-11**.

WEEK OF 3-28-11

Word-Level Instruction & Assessment AND Vocabulary Instruction & Assessment

- Post to [module 4/5 discussion forum](#) (under [module 4](#)) by **3-28-11**.

- Respond to at least 2 posts from [module 4/5](#) by **4-1-11**.

Fluency Instruction & Assessment

- Read core readings and PPT for [module 6](#).
- There are no discussion forums for [module 6](#), but it will be covered in the live chat discussion.

WEEK OF 4-4-11

Mid-course discussion

- **LIVE CHATS THIS WEEK. The live chat will cover topics through fluency.**

Comprehension Instruction & Assessment

- Begin reading core readings and PPT for [module 7](#).
- Post to [module 7 discussion forum](#) by **4-18-11**.

FINAL PROJECT

- Progress report due
- Submit paragraph explaining progress on project to date.
- Post by **4-11-11**.

WEEK OF 4-11-11

Comprehension Instruction & Assessment

- Read core readings and PPT for [module 7](#).
- Post to [module 7 discussion forum](#) by **4-18-11**.

WEEK OF 4-18-11

Comprehension Instruction & Assessment

- Post to [module 7 discussion forum](#) by **4-18-11**.
- Respond to at least 2 posts from [module 7](#) by **4-22-11**.

Written Expression Instruction & Assessment

- Begin reading core readings and PPT for [module 8](#).
- Post to [module 8 discussion forum](#) by **4-25-11**.

WEEK OF 4-25-11

Written Expression Instruction & Assessment

- Begin reading core readings and PPT for [module 8](#).
- Post to [module 8 discussion forum](#) by **4-25-11**
- Respond to at least 2 posts from [module 8](#) by **4-29-11**.

WEEK OF 12-13-10

FINAL PROJECTS DUE ON MONDAY, May 2 BY 8 AM.

Course Requirements

1. Read required core readings and selected extended learning readings as assigned.
2. Complete a biographical sketch to facilitate the formation of a learning community.
3. Participate in online discussions related to the learning modules (guidelines provided).
4. Participate in at least two live chat sessions (be prepared to discuss course content).
5. Complete a term project that includes student literacy assessment and action research (guidelines provided).

Grading Policy

Assignments & Due Dates:

- 5% for biographical sketch
- 10% for live chat participation
- 35% for online discussion participation
- 50% for term project
- 5% extra credit (1 point for each extra credit completed)

Unless otherwise specified, all items are due by 8 am of the date indicated.

Grading Policies:

- 4.0 A (outstanding performance); 90-100
- 3.5 B+ (good performance); 85-89
- 3.0 B (average performance); 80-84
- 2.5 C+ (fair performance); 75-79
- 2.0 C (minimally acceptable performance); 70-74
- 1.5 D+ (borderline performance); 65-69
- 1.0 D (poor performance); 60-64
- 0.0 F (unacceptable performance); 0-59

All written assignments should be typed and double spaced. You should adhere to the style and, when appropriate, format conventions described in the Publication Manual of the American Psychological Association (5th ed.). Late assignments will be accepted, but the grade will be lowered by 10%. **However, special arrangements can be made if you talk to me prior to the due date.**

You may contest a grade if you believe there was an error made in assigning the grade or in calculating the grade. However, a grade may not be contested simply because you believe you put forth ample effort deserving a higher grade (note the use of the word "performance" in the grading scale above--I have no way of gauging your purported effort) or you are unhappy with your grade. Of course, you are welcome to discuss with me the rationale for your grade if you are unclear about the feedback you were provided. The procedure for contesting a grade involves submitting the graded assignment with a written request to review the assignment; the request should identify specific points of clarification or disagreement that you also have marked in the assignment. In responding to your request, I will re-grade the assignment with your specific points in mind.

Students who have a documented disability and wish to discuss academic accommodations should contact the instructor as soon as possible to explore alternative arrangements for completing assignments. Additional assistance is available through the Resource Center for Persons with Disabilities. The phone number is 517-353-9642/517-355-1293 (TTY).

Academic Integrity

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.
4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.
5. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic

Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.