COURSE SYLLABUS

COURSE NUMBER: **RLL 7400**
COURSE CREDIT: **3**
TERM/YEAR: **Winter 2013 (5:00-7:50 Thursdays)**
LOCATION: **Rm. 30, College of Education**
INSTRUCTOR: **Dr. Poonam Arya**
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COURSE DESCRIPTION
Evaluation of literacy competencies of learners, methods of instruction, and use of portfolios and reports to document progress will be studied and applied during supervised and applied supervised tutoring.

COURSE OBJECTIVES:
1. Students will demonstrate an understanding of evaluation by:
    a. employing a variety of means to evaluate learner's knowledge of reading and writing. (MS 3.4.2.2, 3.4.2.3, 4.1.1.4, 4.2.1.1, 4.2.1.2, 4.2.1.4, 4.2.2.1,4.2.2.2, 4.2.2.3, 4.2.2.4)
    b. analyzing, interpreting, and summarizing the results of the evaluation methods used, (MS 2.3.2.1, 3.4.2.2, 4.2.1.5, 4.2.1.6)
    c. develop a portfolio for each learner that documents the learner's knowledge of reading and writing and any growth in these areas, (MS 3.1.2.6, 4.1.3.3. 4.1.3.1, 4.2.1.3, 4.2.2.5, 4.2.2.6, 5.4.1)
2. Students will design instruction that:
    a. facilitates the development of their learners, (MS 3.1.1.3,3.1.2.3, 3.4.2, 3.4.4, 3.4.5, 34.1.1.2, 4.1.1.4, 4.1.1.8, 4.1.3.4, 4.1.3.5, 4.1.3.6, 4.1.3.7, 4.1.3.8, 4.1.3.9, 4.2.1.8, 45.1, 5.2, 5.5.5, 5.5.7)
    b. respects the cultural diversity of learners and uses that diversity to an advantage, (MS 1.4, 2.1, 4.1.1.5, 4.1.1.7, 4.1.2, 5.5.2)
    c.integrates the language arts and other curriculum areas and forms of expression. (MS 1.3, 2.3 2.4, 2.5, 3.1.2.5, 3.3.4, 3.4.1.3, 3.3.1.4, 3.4.1.5, 3.4.1.0, 4.1.1.1, 4.1.1.3, 4.1.1.9, 4.1.3.1, 4.1.3.10)
    d. uses technology to promote literacy development In learners (MS3.4.1.6,4.1.1.6)
3. Students will become reflective teachers. They will:
    a. thoughtfully respond to material read for this course, (MS 2.10, 2.13)
    b. reflect on their own teaching by keeping a professional journal, (MS 2.9, 4.2.1.9,5.6.4)
    c. discuss their teaching with other students, (MS 2.8, 4.2.1.7)
    d. prepare a portfolio that demonstrates what they have learned. (MS 1.5, 4.2.1.9)
4. Students will communicate with parents about their children and include them as partners in literacy development (MS 2.6, 3.4.1.7, 4.2.1.7, 5.6.3)

REQUIRED TEXTS

Bear, D., Invernizzi, M., Templeton, S., & Johnson, F. (2011). Words their way: Word study for phonics, vocabulary, and spelling instruction, 5th edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Goodman, Y., Watson, D. & Burke, C. (1996). Reading Strategies: Focus on Comprehension, 2nd edition, Katonah, NY: Richard C. Owen.

Kibby, M. W. (1995). Practical Steps for Informing Literacy Instruction: A Diagnostic Decision Making Model. Newark, DE: IRA.

Leslie, L. & Caldwell, J. (2011). Qualitative Reading Inventory-5. New York, NY: Pearson.

RECOMMENDED TEXTS

Clay, M. (2002). Observational Survey, 2nd edition. Portsmouth, NH: Heinemann.

Goodman, Y., Watson, D., & Burke, C. (2005). Reading Miscue Inventory, 2nd edition. Katonah, NY: Richard C. Owen.

Moore, R. & Gilles, C. (2005). Reading Conversations. Retrospective Miscue Analysis with Struggling Readers, Grades 4-12. Heinemann: Portsmouth, NH.

Serafini, F. (2004). Lessons in Comprehension. Heinemann: Portsmouth, NH.

Strickland, K. (2005). What's after Assessment? Heinemann: Portsmouth, NH.

REQUIRED MATERIALS

You will also need a 8GB portable drive (flash/zip) to save and move copies of your diagnostic and instructional videos. Video of your diagnosis and instruction are required for the course. Sharing the video within class is also required as an active member of the class learning community.

REFERENCES

Auckerman, M. (2006). Who's afraid of the big "Bad answer"? *Educational Leadership*, 64(2), 37-441.

Barron, M. (1990). I learn to read and write the way I learn to talk: A very first book about whole language. Katonah, NY: Richard C. Owen.

Belanoff, P. & Dickson, M. (1991). Portfolio Process and Product. Portsmouth, Boyton/Cook, NH: Heinemann.

Bird, L. (1989). <u>Becoming a whole language school:</u> The Fair Oaks Story. Katonah, NY: Richard C. Owen.

Blachowicz, C. & Lee, J. (1991). "Vocabulary development in the whole literacy classroom: <u>Reading Teacher</u>, <u>45</u>, <u>3,</u> 188-195.

Edelsky, C., Altwerger, B. & Flores, B. (1990). <u>Whole language: What's the difference?</u>. Portsmouth, NH: Heinemann.

Farr, R. & Tone, B. (1994). <u>Portfolio performance assessment.</u> New York: Harcourt Brace.

Fisher, B. (1991). "Writing in a whole language classroom: Demonstrations and mini-lessons", <u>Teaching K-8,</u> October, 73-76.

Ford, M.P. (1991). "Worksheets anonymous: On the road to recovery", <u>Language Arts</u>, <u>68, 7</u>, 563-566.
Goodman, K. (1986). <u>What's whole in whole language?</u> Portsmouth, NH: Heinemann.

Graves, D.H. (1992). <u>Portfolio Portraits</u>. Portsmouth, NH: Heinemann.

Hall, S. & Hall, C. (1984). "It takes a lot of letters to spell ERZ," <u>Language Arts</u>, <u>61</u>, <u>8</u>, 822-827.

Harste, J. & Burke, C. (1983). "Examining instructional assumptions: The child as informant", <u>Theory into Practice</u>, <u>19</u>, <u>3</u>, 170-178.

Kear, D., Coffman, G., McKenna, M. & Ambrosio, A. (2000). Measuring attitude toward writing: A new tool for teachers. *The Reading Teacher*, 54(1), 10-23.

Lamme, L.L. & Hysmith, C. (1991). "One school's adventure into portfolio assessment", <u>Language Arts</u>, <u>68</u>, <u>8</u>, 629-640.

Martinez, M. (1983). "Exploring young children's comprehension through story time talk", <u>Language Arts</u>, <u>60</u>, <u>2</u>, 202-209.

Miller, B. & Hubbard, R. (1991). <u>Literacy in Process</u>, Portsmouth, NH: Heinemann.

Spear-Swerling (2004) "A Roadmap for Understanding Reading Disability" (pp. 517-567)

Valencia & Buly (2004) *Behind test scores: What struggling readers really need* (pp. 134-144)

Winograd, P., Paris, S. & Bridge, C. (1991). "Improving the assessment of literacy", <u>Reading Teacher</u>, <u>45</u>, <u>2</u>, 108-116.

REQUIRED ASSIGNMENTS

1. *Reading Responses*

You will write a reflection for the assigned reading using the Reading Response Template. These entries should provide evidence of understanding of and reflection on the material read, that you are critically engaged with the reading and that you are questioning and applying as well. These reflections are due on the day the reading is due. **These will finally be included in your professional portfolio**.

2. *Vide/Paper Case Studies*

Using the Case Study Template and additional materials, you will
  o Identify prior knowledge pertaining to each case study topic
  o State how readings informed understandings of assessment practices
  o Record, score, interpret paper and video case data
  o Identify student strengths and needs
  o Identify appropriate instruction
  o Reflect on what ideas were learned from the case study video/discussion

3. *Lesson Plans*

You must have a lesson plan for each day of instruction. Instructional sessions will last one hour and 15 minutes. The time must contain a balance of choice writing, choice reading, and a **reading and/or writing strategy**. The lesson plan must consist of at least the following: (1) materials you will use during the entire session, (2) description of the activity/activities along with the order in which you will carry them out, (3) the amount of time you expect to spend on the activity/activities, and (4) rationale for the activity/activities that explains why it/they have been chosen. The rationale should be based on student needs and theory and should specifically indicate what the students will learn by engaging in the activity. Lesson plans must be displayed when you are teaching the lesson. **The lesson plan is turned in after it has been taught, along with your observations and reflections on the lesson by sunday.**

4. *Observations and Reflections*

Observation: During your teaching you must keep a good eye on your students. You should take brief notes to help you remember what they say and do. You might find it helpful to audiotape some of your lessons to listen to later on. As soon as possible after teaching the lesson you should turn your "notes" into an observational journal entry that documents what the learner knows about language learning and any growth that you have observed. You will also interpret and discuss the observed behavior to reflect on your students, to pose questions, to pose hypotheses, to predict future behavior, and to suggest alternative instructional strategies. These observations will be collected and included in your professional portfolio.

Reflection: Finally you will also reflect on your teaching using the Reflection Template. Here you discuss student's performance during the session, what worked and what did not, what you think you might change and/or continue to do in future literacy sessions. **Turn in your observations and reflections along with the lesson plan by sunday.**

5. *Observation Chart*

You will develop an observation chart that will become part of your student's portfolios. This chart will record your observations that show what your students know about language use and what they can do with language. Observations focus on the language cueing systems and are recorded in four categories: graphophonics, syntax, semantics, and pragmatics/dispositions. **Please turn in the complete chart every two weeks on each child.**

6. *Collaborative Peer Video Analysis*
You will share at least two assessment clips and one instructional clip from your clinic pedagogy to discuss with peers through Collaborative Peer Video Analysis (CPVA). Using the CPVA Response template, you will identify ideas that you have learned or changed your perspectives about based on the CPVA discussions.

7. *Case Reports*

Preliminary Case Report: The preliminary report is a first draft of your case study report. Some of the elements to be included in the report are: 1) heading that reveals the client's name, grade, and age; 2) background information; 3) data from assessments administered to the client including the rationale for why you decided to use those assessments; 4) your discussion of those results; 5) your tentative conclusions about the client's strengths and needs based on the results of the assessments; 6) your plan of action for diagnostic teaching, including texts, topics, instructional methods, etc. **This will be completed and turned in at the end of the Fall term.**

Final Case Report: A complete case report based on your meetings with your client that includes background information on the child, the assessments administered, your in-depth discussion of the results with illustrative examples, the instruction provided, growth across the sessions, and final instructional recommendations will be prepared. You will have a case report for each child. **This report must be revised until it is acceptable to give to the parents.**

8. *Portfolio on Students*
You will work with your students to develop a portfolio on each student that you tutor. Each portfolio must contain artifacts that document what the learner knows about language and literacy and any growth that occurs over the time that you work with the student. Each portfolio will contain at least the following: Reader/Writer Interview, QRI's, RMI's, observational chart on the learner, samples of the learner's work, letter to the student, and final case report. Each artifact in the portfolio must have attached to it a note written by you and/or the student that explains why the artifact was selected for the portfolio. You will also write a letter of evaluation to each one of your students. At the end of the winter semester there will be student lead conferences in which students present their portfolio to their parents. Any discussion you have with the parents includes the student as an active participant. **This portfolio will be turned in at the end of winter term**. At the end of the winter term, the portfolio is given to the student and a copy of the portfolio is turned in for our files.

9. *Professional Portfolio*
You will keep a professional portfolio on yourself. You will include samples of required reading, of other course assignments, your observational notes reflections and lesson plans as well as

copies of reading and writing surveys, letters to your students, QRI's, RMI's, and any information and artifacts that can be used to demonstrate your personal and professional growth. You will provide a summary (1-2 pages) highlighting your growth over the semester. You must provide evidence of your growth through the artifacts collected during the semester. You will support your growth by grounding your beliefs in theory.

Professional portfolios will be collected at the end of both fall and winter terms. The portfolio rubric found on the course Blackboard site will be used to evaluate the professional portfolio. At the end of each semester you will also use that rubric to evaluate yourself and turn that evaluation in with your portfolio.

OBSERVATIONS

I will observe every day during the one and a half hour of instruction. I will take notes on what I have observed and will provide feedback to you. Sometimes during an observation I will interrupt your lesson to provide assistance, or I may join in the activity as a participant or co-teacher.

MATERIALS/SUPPLIES

Supplies are limited but we will have materials available. Any materials that you would like to include not found in the literacy center will be supplied by you. That includes paper for journals, magic markers, and other material necessary for instruction. You will need your own tape recorder and blank tapes for use in audio taping your instruction. The number of electrical outlets available in these rooms is limited and some are not easy to access. Therefore a battery operated tape recorder is helpful as well as making sure that you have extra batteries on hand. We do have a secure storage area for you to leave your material so you do not have to bring it with you each week. **Please make sure that your supplies are in a single container that is clearly marked with your name.**

FAMILY CONNECTIONS

Keeping Connected: After each session you should attempt to chat informally with parents and update them on their child's progress or success for the session.

You will also be asked to share your teaching practices with parents during Parent Workshops.

PROFESSIONAL COMMITMENT

Attendance is critical for this class because you will be working with at least two students. They will be there even if you are not. It is therefore your responsibility to make arrangements with others in the class to work with your students if you must be absent and inform me of the arrangements at least 1 day prior to class.

Additionally, attendance counts towards your grade. Attendance will be taken and missing two or more than two classes will negatively affect your grade. Partial absence will count. That is, if you are late to class or leave early, those partial absences will be aggregated and will count as part of your absences. Attendance, preparedness, and participation will be considered in evaluation and will be used when determining grades.

All assignments must be turned in by the deadline stated in the syllabus. Late assignments are not acceptable and 2 points will be subtracted from your final grade, per day, for each late assignment.

My suggestion is that you begin assignments right away so that if you have any difficulties you will have time to solicit assistance before the assignment is due (i.e., plan ahead!).

You may be asked to revise and resubmit some assignments, especially those that will be shown or given to parents or students (for example, case reports, student charts, letters to students). You may also revise and resubmit some other assignments in order to improve your own observational or reflective skills. However, to be fair to those students who turn in exceptional work the first draft, each resubmission will have 2 points deducted from the final grade. If you chose to resubmit an assignment, it must be sent via email to the professor within one week of receipt of your grade.

ENROLLMENT/ WITHDRAWAL POLICY

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

CHEATING AND PLAGIARISM

The principle of honesty is recognized as fundamental to a scholarly community. Students are expected to honor this principle and instructors are expected to take appropriate action when instances of academic dishonesty are discovered. An instructor, on discovering such an instance, may give a failing grade on the assignment or for the course. The instructor has the responsibility of notifying the student of the alleged violation and action being taken. Both the student and the instructor are entitled to academic due process in all such cases. Acts of dishonesty may lead to suspension or exclusion. Information on procedures is available in the Office of the Dean.

EVALUATION& GRADING

Your professional portfolio, the portfolios on your students, observations of your teaching, and classroom assignments collectively will determine your grade. This course is S/U but you must achieve the equivalent of a minimum of B to achieve a grade of S. A final grade for the course will be awarded at the end of the winter term.

Individual assignments will be graded on a check plus, check, check minus scale with the exception of QRI, case reports, and portfolios. Grading across the two semesters will be as follows:

QRI Assessment		10
Reading Responses	3x8 =	24
Video Case Study	3x10 =	30
Lesson Plans and Teaching	3x16 =	48
Observations/ Reflections	3x16 =	48
CPVA	3x3 =	9
Preliminary Case Report		10
Final Case Report		15
Professional Portfolio		15
Student Portfolio		6
Professional Behavior		5
Total		**220**

Tentative Schedule of Class Meetings

Date	Topics	Readings and Assignments Due
1/10	Supporting Inquiry **STUDENTS COME**	Syllabus Video Clip sign-up
1/17	Using Strategies to teach Word Recognition and Identification	McCormick, pg. 239-244; 287-306 *Strickland Ch 3 (strategies)* **Response 6**
1/24	Comprehension: Story structure, Vocabulary, DRTA, Metacognition	McCormick Ch 12 *Strickland Ch 6,7 (strategies)* *Serafini 5,6 (strategies)* **Response 7**
1/31	Reader Response, Literature Discussions	Articles handed out in class *Strickland Ch 8 (strategies)* *Serafini 4,7 (strategies)* **Share Teaching Video Clip (CPVA)**
2/7	Retrospective Miscue Analysis	Moore & Gilles Ch 4, 5 Goodman, Y. (1996) **Response 8**
2/14	RMI and RMA	
2/21	Looking at Progress with the RMI **DO RMI ON STUDENT # 1**	RMI # 1 transcribe and code miscues and retelling in class
2/28	Looking at Progress with the RMI **DO RMI ON STUDENT #2**	RMI # 2 transcribe and code miscues and retelling in class
3/7	Reporting Students Progress to Others	Draft of Final Reports (both students)
3/14	**SPRING BREAK – NO CLASS**	
3/21	Peer Conferencing Student Led Conferences	Student Letters due

3/28	Portfolio development
	   ■ Selecting artifacts
	   ■ Writing notes on artifacts
		Final reports due

4/4	Becoming a Change Agent	**Student Portfolios due**
4/11	**PARENT NIGHT STUDENT LED CONFERENCES**	
4/18	Reflecting on what we have learned	**Share Post-Assessment Video Clip (CPVA)**
4/25		**Professional Portfolios due**