University of Oregon College of Education

Course Number/CRN: EDLD 610 /CRN: 21968 (AE: 27087)
Term/Time: Winter 2015, Online
Course Title: Literacy for Learning I
Credits: 2 credits G or P/NP (G required for Reading Endorsement)
Instructor: Nancy Nelson, Ph.D., Education Annex (little red schoolhouse) or RRP 223, nnelson3@uoregon.edu
Office Hours: Mondays, 3:30-5:30 p.m. (Ed Annex), or by appointment (in person, by phone, or email questions/concerns)
Prerequisite: EDLD 612 Reading Interventions

Required Readings:

Graham et al. (2012). *Teaching elementary school students to be effective writers: A practice guide.* (in PDF format on Blackboard)


Oregon Literacy Plan: K-12 Writing* (in PDF format on Blackboard)

Tips for Being a Successful Online Learner (in PDF format on Blackboard)

* Also required for EDLD 610 Literacy for Learning II, Spring term

University of Oregon Course Website
This course will be mostly offered online via Blackboard at http://blackboard.uoregon.edu. At that site, you will be able to access everything you’ll need for this course (syllabus, readings, assignments, lectures, PowerPoint notes), post assignments in the journal and discussion board, check your grade, get up-to-date announcements, and communicate with the instructor and your classmates.

In order to log onto Blackboard, you will need to know your uoregon user name and password. This relies on the email address the university assigned to you when you became a student. If you need email assistance, go to Information Technology at https://it.uoregon.edu/email. Assistance for logging onto Blackboard is available at UO Libraries http://library.uoregon.edu/scis/blackboard/faq/instructors/i21.html. Once you have successfully logged on, you may go into your student information on Blackboard and change your email address if you prefer to have emails sent to an account other than your uoregon
account. Instructors do not have authorization to make these changes for you; you must make any desired changes to your Blackboard profile yourself.

Course Description
This course focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for intermediate and middle school students with diverse learning and/or linguistic abilities. Strategies for intermediate reading address decoding, fluency, vocabulary, and narrative and expository comprehension. Writing strategies include the writing process, paragraph writing, writing conventions, and self-regulation.

Course Objectives
Upon completion of this course, students will be able to:

1. Identify the major instructional approaches for teaching intermediate and content area reading and writing, describe the critical similarities and differences in models and the implications for diverse learners.

2. Use research literature to make decisions about assessment, curriculum, instructional planning, teaching, and technology.

3. Formally and informally assess students for reading and writing instruction, and determine appropriate instructional goals and objectives in reading and writing.

4. Analyze data on student performance and plan explicit and systematic instruction in intermediate reading and writing.

5. Adapt and individualize reading, writing, and content area materials or lesson plans aligned with state content standards for the range of learner needs (cultural, social, linguistic backgrounds, ages, etc.).

Course Format / Structure
This is an online course that utilizes asynchronous online materials in addition to 3 synchronous (i.e., live) meetings utilizing Adobe Connect. We will use a blend of online lectures, activities, group discussions during online meetings, and assignments.

Student Engagement Inventory
Graduate: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Student Engagement Hours</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content</td>
<td>20</td>
<td>Online lectures delivered in asynchronous format</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>20</td>
<td>See required readings</td>
</tr>
<tr>
<td>Projects</td>
<td>30</td>
<td>Lesson plans (decoding, vocabulary,</td>
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</table>
Workload Expectations
- Five units are spread over the ten-week term in two-week blocks. Students may self-pace through most of the unit activities over the two weeks but must complete the unit by the end of the 2 weeks.
- Some assignments must be submitted within designated time frames (e.g., pre-reading journal assignments).

Assignments

**Introduction of Yourself:** Students will complete the introductory assignment (in Discussion Board on Blackboard) before the end of the first week of classes. (5 points)

**Reading Journal Assignments:** Students will respond to two prompts per unit: (1) before engaging in assigned unit reading, and (2) after completing the unit readings to report on important new understandings. (10 @10 points each = 100 points total)

**Online (live) Meetings:** Students will participate in 3 online meetings through the use of Adobe Connect. These are required meetings that are worth points. (3 @ 15 points each = 45 points)

**Unit 1 Decoding Lesson Plan:** Given a sample reading text, students will identify appropriate words and design a 3-day lesson plan to teach multisyllabic word reading. (50 points)

**Unit 2 Vocabulary Decoding Lesson Plan:** Given a sample of content area text, students will identify important Tier 2 words and design instruction to teach the meaning of those words. (50 points)

**Unit 3 Comprehension Lesson Plan:** Students will use the QAR strategy to design comprehension instruction for expository text. (50 points)

**Unit 4 Writing Portfolio:** Students will assemble materials that can be used to support and scaffold the stages of the writing process including planning, drafting, and revising. (50 points)

**Unit 5 Assessing Student Writing:** Given a writing sample, students will assess and evaluate the sample, and establish instructional goals and objectives to improve student writing. (50 points)
Grading
Grades are non-competitive and based on a percentage of points earned. Each assignment will be graded using a rubric that will be specified in the detailed assignment. A grade of Incomplete will not be given automatically to accommodate a student’s failure to complete the requirements of this course during the term. A grade of Incomplete (I) will be awarded only under special circumstances (consistent with University and College policy). A formal, written contract between the student and the lead instructor must be completed in the event that the lead instructor believes that a grade of Incomplete is appropriate.

Grades and Point Requirements

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<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98 - 100%</td>
<td>392 - 400</td>
<td>A+</td>
<td>89 - 91%</td>
<td>356 - 367</td>
<td>B+</td>
</tr>
<tr>
<td>95 - 97%</td>
<td>380 - 391</td>
<td>A</td>
<td>86 - 88%</td>
<td>344 - 355</td>
<td>B</td>
</tr>
<tr>
<td>92 - 94%</td>
<td>368 - 379</td>
<td>A-</td>
<td>83 - 85%</td>
<td>332 - 343</td>
<td>B-</td>
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<tr>
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<th>Points</th>
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<tr>
<td>80 - 82%</td>
<td>320 - 331</td>
<td>C+/NP</td>
<td>65 - 73%</td>
<td>252 - 295</td>
<td>D / NP</td>
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<tr>
<td>77 - 79%</td>
<td>308 - 319</td>
<td>C/NP</td>
<td>below 65%</td>
<td>&lt;252</td>
<td>F /NP</td>
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<td>74 - 76%</td>
<td>296 - 307</td>
<td>C-/NP</td>
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Course Expectations

1. All assignments will be posted on Blackboard within the unit in which they are due. Assignments will include detailed directions, a scoring rubric, and due dates/times. Unless otherwise noted, all assignments must be the student’s original work and done individually. See the Code of Student Conduct (University web site) for information about plagiarism and cheating.

2. Journal postings should be professionally and thoughtfully written using proper spelling, grammar, and punctuation. I recommend that you compose these assignments in a separate Word document, use editing tools, and save your work on your computer. This way, if you have difficulty posting online, you will not lose your original work. Lesson plans and writing portfolio assignments will be formatted according to assignment specifications but professionally prepared and also submitted online.

3. Assignments are due on the date and at the time listed on the unit schedule and in the assignments. You may submit written assignments early within the unit. Late assignments are strongly discouraged and will not be accepted unless you have prior written consent from the instructor. If you wish permission to turn in an assignment late, please email Nancy at least 24 hours in advance of the due date/time. She will respond by email and will keep a copy of your email request and her response as a record that you received permission to turn in the paper late. A late penalty of 10% per 24 hour late period will be applied to late assignments that have not been approved by the course instructor.
Class Policies

“People First” Language

People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases, both in speech and in writing, like “the handicapped,” “EH kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first” (e.g., a student with a severe disability, the program for students with behavior disorders). This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important) that people possess. Students and the instructors are expected to use appropriate language in all written work.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that:
1. We respect the dignity and essential worth of all individuals.
2. We promote a culture of respect throughout the University community.
3. We respect the privacy, property, and freedom of others.
4. We reject bigotry, discrimination, violence, or intimidation of any kind.
5. We practice personal and academic integrity and expect it from others.
6. We promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with Nancy within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (see Oregon Home Page). The code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance
for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution
The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: the Associate Dean for Curriculum and Academic Programs: 346-0065, or Surendra Subramani, Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Instructor Obligations in Regard to Mandatory Reporting
It is my duty as a faculty member to report any instances of sexual assault, domestic and dating violence, gender-based stalking, or child abuse of which I become aware. Please recognize that if you share information related to these crimes, I am obligated to report that information to my supervisor. Here are the universities’ relevant policies:

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity.

All UO employees are required to report to appropriate authorities when they have reasonable cause to believe that any child with whom they come in contact has suffered abuse or any person with whom they come in contact has abused a child.
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<thead>
<tr>
<th>Term Weeks</th>
<th>Units and Lecture Topics</th>
<th>Readings Due:</th>
<th>Activities/Assignment Due:</th>
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</thead>
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| Week 1 Jan 5-9 | Introduction Week | -Course Syllabus  
-Tips for Being a Successful Online Learner (link on Blackboard) | Discussion Board: Introductions (due by Friday, Jan. 9 at 11 PM) |
| Weeks 2 & 3 Jan 12-23 | Unit 1: Multisyllabic Decoding Strategies  
- Phonics learning progression  
- Types of words  
- Multisyllabic instructional strategies  
- Phonics assessment  
- Lesson planning | -Reading Section III: Decoding and Word Study Introduction (Chapters 6, 7, & 8) of *Teaching Reading Sourcebook* (Honig et al., 2008)  
Pre-reading Journal Assignment (Friday, Jan. 16 by 11 PM)  
Application Assignment: Decoding Lesson Plan (Friday, Jan. 23 by 11 PM)  
Post-reading Journal Assignment (Friday, Jan. 23 by 11 PM) | |
| Monday, Jan. 12 | Online Meeting via Adobe Connect  
4:30 – 5:30 PM | | |
| Weeks 4 & 5 Jan 26-Feb 6 | Unit 2: Vocabulary  
- Tier 1, 2, and 3 words  
- Morphemic and contextual analysis  
- Cognate awareness  
- Dictionary use  
- Designing effective vocabulary instruction | Honig et al. (2008): Chapters 12 & 13 | Pre-reading Journal Assignment (Friday, Jan. 30 by 11 PM)  
Assignment: Vocabulary Lesson Plan (Friday, Feb. 6 at 11 PM)  
Post-reading Journal Assignment (Friday, Feb. 6 at 11 PM) |
| Monday, Feb. 2 | Online Meeting via Adobe Connect  
4:30 – 5:30 PM | | |
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<tr>
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<th>Readings Due:</th>
<th>Activities/Assignment Due:</th>
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<tr>
<td><strong>Weeks 6 &amp; 7</strong>&lt;br&gt;Feb 9-20</td>
<td><strong>Unit 3: Informational Reading and Comprehension</strong>&lt;br&gt;- Text structures&lt;br&gt;- Expository reading strategies&lt;br&gt;- Motivation and engagement&lt;br&gt;- Question and answer relationships (QARs)</td>
<td>Honig et al. (2008): Chapter 15</td>
<td>Pre-reading Journal Assignment (Friday, Feb. 13 at 11 PM)</td>
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<td>Assignment: Comprehension Lesson Plan (Friday, Feb. 20 at 11 PM)</td>
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<td>Post-reading Journal Assignment (Friday, Feb. 20 at 11 PM)</td>
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<td><strong>Weeks 8 &amp; 9</strong>&lt;br&gt;Feb 23-Mar 6</td>
<td><strong>Unit 4: Teaching Writing</strong>&lt;br&gt;- The Writing Process&lt;br&gt;- Types of Expository Writing&lt;br&gt;- Genre-Specific Strategies&lt;br&gt;- Self-Regulation</td>
<td>Oregon Literacy Plan: K-12 Writing: Instruction, WI 1-62 (link on Blackboard)&lt;br&gt;Graham et al. (2012) pp. 1-39</td>
<td>Pre-reading Journal Assignment (Friday, Feb. 27 at 11 PM)</td>
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<td>Project: Expressive Writing Portfolio (Friday, Mar. 6 at 11 PM)</td>
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<td>Post-reading Journal Assignment (Friday, Mar. 6 at 11 PM)</td>
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<td><strong>Monday, Mar. 9</strong></td>
<td><strong>Online Meeting via Adobe Connect 4:30 – 5:30 PM</strong></td>
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<td><strong>Week 10 &amp; Finals Week Mar 9-20</strong></td>
<td><strong>Unit 5: Writing Assessment and Instructional Planning</strong>&lt;br&gt;- Assessing student writing&lt;br&gt;- Monitoring student progress in writing&lt;br&gt;- Planning interventions based on student performance</td>
<td>Oregon Literacy Plan: K-12 Writing: Assessment WA 1-58</td>
<td>Pre-reading Journal Assignment (Friday, Mar. 13 at 11 PM)</td>
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<td>Assignment: Assess student writing, develop instructional goals and objectives (Friday, Mar. 20 at 11 PM)</td>
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<td>Post-reading Journal Assignment (Friday, Mar. 20 at 11 PM)</td>
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