Reading Research

EDLD 613 – 4 Credits
University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

Summer 2016 Term Syllabus

Meeting Days/Time: Wednesdays, 6/22, 6/29, 8/10, 8/17, 8/31, 2-4:50pm
Location: ONLINE

1. CO-INSTRUCTORS

<table>
<thead>
<tr>
<th>Gina Biancarosa</th>
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<tbody>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Sarah E. Carlson</th>
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<tr>
<td>Research Associate</td>
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<td>Center on Teaching and Learning</td>
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Office Hours/Help Sessions: By appointment only (virtual/online meetings unless otherwise arranged with instructor)

2. COURSE OVERVIEW
DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

The primary content focus of this course is on the research that serves as the scientific basis for advances in pedagogy, practice, and assessment in reading and writing. We will cover the following areas:

1. History of reading instruction and research;
2. Psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction;
3. Language development and reading acquisition and the variations related to culture and linguistic diversity; and
4. Research behind major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency,
comprehension strategies, and motivation) and how they are integrated in fluent reading. Students will read, analyze, discuss, and translate research for the primary purpose of application at the child, grade, classroom, school, district, state, and federal levels.

POSITION IN CURRICULUM
This course is a graduate level course targeted primarily for students in the College of Education. It is a requirement for the Literacy Leadership emphasis in the UO reading endorsement program and is otherwise an elective course.

FORMAT
This course utilizes a hybrid blend of synchronous (i.e., live webinar) and asynchronous (i.e., online and independent) work.

Synchronous content. All students will assemble online via web-conferencing for synchronous content on a weekly basis. The first meeting will establish the course structure, expectations, and protocols. During the other meetings, students will engage primarily in discussion of both the asynchronous content and labs, but the instructors may also use these times to deliver “mini-lessons” designed to clarify common points of confusion among students.

Asynchronous content. Online content will be completed based on a weekly schedule and will involve students watching presentations and completing embedded activities. This content also includes labs, homework assignments, and a final project.

On the course website is a Course Announcements Forum to which instructors will post course announcements. It is the student’s responsibility to read announcements made to this forum. Two additional online forums will also be maintained: one for technical problems and questions and one for questions regarding the course content. Although not required, it is highly recommended that students check each discussion board weekly, especially prior to posting a question. Unless of a personal nature, any questions asked via email will be answered via the content discussion board. A final social forum is also provided for your convenience and conviviality.

3. STUDENT LEARNING OUTCOMES
OBJECTIVES
In this course, you will:
1. Gain knowledge/familiarity with major areas of literacy research
2. Learn to use federal and state websites to locate the latest research, research-based programs, practices, and resources
3. Learn how to read and interpret original research and research syntheses (including meta-analyses)

4. TEXTBOOKS & READING MATERIALS
We will read a range of reports and articles, which are all available online. They are listed more or less in the order covered.
Week 1


Week 2


Week 3


Week 4


Week 5

No assigned reading

Week 6


Week 7


NOTE: Additional chapters or articles may be added throughout the term. In such cases, they will be posted on the course website.

**COURSE WEBSITES**

**Obaverse**
We will use ObaVerse (Oba; https://www.obaverse.net/welcome/) as the main course website for asynchronous content. You will go here for announcements, assignments, datasets, grades, etc. You MUST get an ObaVerse account and enroll yourself in this course on that site. Once you have registered, go to the course website (https://www.obaverse.net/1/course/view.php?id=1265) and self-enroll. The course appears under the general list of “Obaverse Courses” courses (not under any department), but it is easiest to locate either using a direct link, bookmark, or searching for “EDLD 613 2016” (minus the quotation marks).

**Adobe Connect**
We will also use Adobe Connect for our synchronous content. See the box on the next page for info on how to prepare for participating via Adobe Connect. *No purchase is necessary*, but you do need to install the Add-in application. Please be respectful of your classmates’ and instructors’ time and read the follow the instructions here thoroughly! Our course meeting room is here: http://empl.adobeconnect.com/edld613smr16/.

**Browser.** It is *highly recommended* that you use Adobe Connect within the Firefox browser. Other browsers tend to have glitches when it comes to screen sharing.

**Sound.** Headphones or ear buds are *required*. Be sure to use the Audio Wizard to set up your sound when you first log in. On some computers, you may need to do this every time you log in. As a result, it’s an excellent idea to log in 5-10 minutes early to get this out of the way.

It is also recommended that you keep yourself *muted* except when asking a question. You do not need to “raise your hand” either physically or virtually in order to speak, but if you are having a hard time being heard or breaking into the discussion, feel free to do so.

**Connection Speed.** To ensure adequate connection speed, it is highly recommended that you use a high-speed *wired* connection to the internet. You should also close any and all applications, browsers, and software that you will not need during meetings. Multi-tasking during these sessions slows down your connection, which creates lag that annoys everyone.

**Webcams.** Using a webcam is *highly recommended* but not required. Having visuals of who is speaking at any time helps to create a much more personal atmosphere and allows us all to get to know each other better. It also helps the instructors to judge whether students are comprehending or looking confused. If you are worried about connection speed, you can adjust your webcam’s resolution and refresh rates to be less demanding of processing resources.
What Works Clearinghouse (WWC)
This website (http://ies.ed.gov/ncee/wwc/) is federally run and reviews research, both by program and by individual study. It serves as a clearinghouse for evaluating research evidence on a wide range of topics relevant to K-12 education. It also regularly publishes “practice guides” designed to identify successful instructional practices.

Find What Works (FWW)
This website (http://ies.ed.gov/ncee/wwc/findwhatworks.aspx) is an offshoot of the federally run WWC website that attempts to facilitate the transfer of research to practice. It enables searching the WWC website to find research targeted to interests you select.

Doing What Works (DWW)
This website (http://dwwlibrary.wested.org/), which run by WestEd, is another offshoot of WWC. It attempts to facilitate the transfer of research to practice through the provision of professional development resources, including slide decks, videos, and links to other relevant sites. WestEd also offers free professional development packages that can be ordered from the website.

Oregon Department of Education (ODE)
We will use the state-run websites on the Common Core State Standards (http://www.ode.state.or.us/search/page/?id=2860) and the Oregon Literacy Framework (http://www.ode.state.or.us/search/page/?id=2568). These websites provide Oregon’s standards for literacy and provides resources for implementing standards.

National Center on Intensive Intervention (NCII)
This federally funded website (http://www.intensiveintervention.org/) is a byproduct of the website for the Center on Response to Intervention (http://www.rti4success.org/) and is housed through the American Institutes for Research. It reviews research for Multi-Tiered Systems of Support (MTSS) and offers review charts of different progress monitoring tools and interventions in both academics and behavior, as well as short videos, webinars, training modules, publications, and other resources.
### 5. WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>TOPICS and ASSIGNMENTS</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 6/20-26</td>
<td>Wed, 6/22, 2-4:50pm Synchronous Meeting</td>
<td>Introductions, course and syllabus overview, first lecture (What is reading? And a brief history of reading research)</td>
<td>1. RAND report, Ch. 1–3 (pp. 1-28)</td>
</tr>
</tbody>
</table>
| | | 1. Reading reading research (45 min)  
2. Phonological awareness (36 min)  
3. Alphabetic principle (30 min)  
4. Phonics (32 min) | Effect Sizes  
2. Fletcher & Wagner (2014)  
Phonological Awareness, Alphabetic Knowledge, and Decoding  
4. Lerner & Lonigan (2016)  
5. Stuebing et al. (2008)  
6. Garcia et al. (201x) |
| | Asynchronous | | |
| 2 6/26-7/3 | Wed, 6/29, 4-6pm Synchronous Meeting | Discussion of Week 1 Introduction to website resources: WWC, FWW, DWW, ODE, rti4success, and NCII. | 7. Akers et al. |
| | | 5. Fluency (30 min)  
6. Comprehension strategies (32 min)  
7. Vocabulary (36 min) | Fluency  
8. Stevens et al. (201x)  
Reading Comprehension  
Vocabulary  
13. Elleman et al. (2009) |
| | Asynchronous | | |
| | Assignment DUE | Week 1 Forum Posts DUE 6/29 at 2pm | |
| 3 7/4-7/10 | Asynchronous | 8. Early language and literacy (~60 min)  
9. Language minority learners and early literacy (75 min) | Educational Researcher special issue on National Early Literacy Panel (2010) – read #14, two from #15-19, and also #20  
14. Shanahan & Lonigan  
15. Dickinson, Golinkoff, & Hirsch-Pasek  
16. Teale, Hoffman, & Paciga  
17. Schickendanz & McGee  
18. Dail & Payne  
19. Gutierrez, Zepeda, & Castro  
20. Lonigan & Shanahan  
Language Minority Learners  
22. August & Shanahan (2010)  
23. Hall et al. (201x) |
| | Assignment DUE | WWC/FWW or NCII Program Review DUE 7/6  
Week 2 Forum Posts DUE 7/6 at 2pm | |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>TOPICS and ASSIGNMENTS</th>
<th>READING</th>
</tr>
</thead>
</table>
| 4 7/11-17 | Asynchronous | 10. Dyslexia (22 min)  
11. Poor comprehenders and late-emerging difficulties (28 min) | Dyslexia  
24. Torgesen et al. (2008)  
Late Emerging Difficulties  
27. Catts et al. (2012)  
Intervention Research  
28. Galuschka et al. (2014)  
29. Suggate (2016)  
30. Scammacca & Roberts (201x) |
| | | | Week 3 Forum Posts DUE 7/13 at 2pm |
| | | | |
| 5 8/8-8/14 | Wed, 8/10, 3-5:50pm Synchronous Meeting | Student Controversy Presentations and Discussion of Weeks 2-4 | |
| | Assignment DUE | Controversy Presentations DUE 8/10 in class (upload due 8/9)  
Week 4 Forum Posts DUE 8/10 at 2pm | |
| 6 8/15-8/21 | Wed, 8/17, 3-5pm Synchronous Meeting | Continued discussion of Weeks 2-4  
Discussion of Week 5 topics | Writing and Related Topics  
31. Kent & Wanzek (201x)  
32. Graham et al. (2012)  
33. Hebert et al. (2013)  
34. Santangelo (2014)  
35. Gillespie & Graham (2014)  
36. Graham & Santangelo (2014)  
37. Williams et al. (201x) |
| | Asynchronous | 12. Dr. Steve Graham on the state of writing today (40 min)  
13. Early writing development (30 min)  
14. Spelling (40 min)  
15. Writing instruction (30 min)  
16. Handwriting in the 21st Century (15 min) | Technology and Literacy  
38. Takacs et al. (2014)  
40. Cheung & Slavin (2013)  
41. Lan et al. (2014)  
42. Morphy & Graham (2012)  
Professional Development and Coaching  
43. Desimone & Garet (2015)  
44. Kretlow & Bartholomew (2010)  
45. Kennedy (201x)  
Disciplinary Literacy  
46. De Schonewise & Klingner (2012)  
47. Fang (2012) |
| | Assignment DUE | Controversy Response Paper DUE 8/17 | |
| 7 8/22-8/28 | Asynchronous | 17. Technology & literacy (45 min)  
18. Professional development and coaching (60 min)  
19. Disciplinary literacy (45 min) | |
| | | | Optional Assignment DUE  
DRAFT Presentation DUE 8/22, 9am  
Week 6 Forum Posts DUE 8/24 at 2pm |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>TOPICS and ASSIGNMENTS</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8/29-9/4</td>
<td>Final presentations and discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment DUE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Meta-analysis Presentations DUE 8/31, in class</td>
<td></td>
</tr>
</tbody>
</table>

**SYNCHRONOUS MEETINGS**

Wednesday, 6/22, 2-4:50pm  
Wednesday, 6/29, 4-6pm  
Wednesday, 8/10, 3-5:50pm  
Wednesday, 8/17, 3-5pm  
Wednesday, 8/31, 4-6:50pm

Please **pay attention to online Course Announcements** for changes to the course schedule, including potential changes in synchronous meeting times.

**ASYNCHRONOUS CONTENT**

Lesson videos, which include recordings of lectures by the course instructors and other experts in literacy research, will link out to a number of sources, including YouTube, Vimeo, and Panopto. You may need to download the Panopto software from the UO website (http://coehelp.uoregon.edu/panopto/) if you do not have it installed yet. You may also be prompted to install Silverlight; if so, please do as it is free (http://www.microsoft.com/getsilverlight/Get-Started/Install/Default.aspx).

The length of each video is estimated in its description. However, on average, each lesson can take about 1 and ½ times as long to complete as the time indicated. For example, a half-hour lesson tends to take 45 minutes to complete. This is due sometimes to completing activities during the lesson and primarily due to simply stopping and reviewing material as needed.

There are no longer discussion forums by topic/unit. Ignore any references to such. Instead, each student will be assigned two weeks’ units to summarize on weekly discussion forums. These should take 1-2 hours.

**6. GRADING COMPONENTS AND CRITERIA**

If you ever have trouble locating where to upload an assignment, look under “Activities”, which is in the left-hand column on the main course page. When you click “Assignments”, which appears in the Activities box, you will be taken to a comprehensive list of course assignments that includes which Week they appear under and their actual due dates. You can even click on the assignment name to be taken directly to the submission interface.

**QUIZZES AND EXAMS**

There are no formal quizzes or exams in this course, however some online lectures may include informal quizzes and self-assessments that are intended to serve as guides for learning and formative assessments.
ASSIGNMENTS
Assignments are formal, required work products that demonstrate your mastery of the course content, as opposed to the informal activities completed during lessons which are intended to help maintain your engagement and support your learning. There are five formal assignments:

1. WWC/FWW or NCII program review (36 points),
2. Controversies position presentation (35 points),
3. Controversies response papers (48 points)
4. Single meta-analysis presentation (45 points).

These assignments are described in detail later in this syllabus. All assignments are due as indicated on the COURSE SCHEDULE.

1. WWC/FWW or NCII PROGRAM REVIEW
The purpose of this assignment is to choose a reading or language intervention that you find through research on the What Works Clearinghouse (WWC)/Find What Works (FWW) or National Center for Intensive Intervention (NCII) website and share your decision-making process in a clear and concise manner. Each student will:

1. Identify a reading or language problem/need;
2. Select an intervention(s) from the WWC/FWW or NCII that will address the issue identified;
3. Prepare a handout describing the issue, intervention(s), and selection process.

The first step in selecting the intervention is to identify a reading or language problem that you would like to address. Choosing a problem that is rooted in your own practice and context will make this assignment much more meaningful and useful to you.

The second step is to use the Find What Works (FWW) feature of WWC or the NCII Academic Intervention Tools Chart in reading to select an intervention or program that addresses your identified problem. The FWW search criteria have changed frequently in the last few years as they refine and improve the website. Once you choose ‘Literacy,’ you should be able to specify grade level, effectiveness rating, extent of evidence, and at least a few other features. You may need to revise your search criteria (narrowing or broadening them) depending on your results. Choose ONE intervention or program on which to base your report. To choose your program, follow links to full reports, which you should use to choose the most appropriate for your identified reading or language problem.

Note: We will explore the FWW and NCII websites together during Week 3.

The third step is to download the report for the program you choose (or print to pdf). You must upload this report along with your review.

The fourth step of the assignment is to create a brief that shares your process from Step 2. The purpose of the brief is to make transparent the choices you made as you decided among research-based programs/interventions. The handout will be a short description of the intervention that you chose to address your identified problem of interest. Anyone reading the handout should come away understanding as much as possible about the intervention and especially how it was selected (given the page limit).

BRIEF COMPONENT REQUIREMENTS

STATEMENT OF PROBLEM
State the identified reading or language problem (e.g., What program or intervention will help our teachers improve reading comprehension strategies for third grade less-skilled readers? What program or intervention will help our first grade English learners improve their phonological awareness?).

SEARCH CRITERIA SUMMARY
Which website did you use? Which of the available selection criteria did you use?

RESULTS
You should summarize your results and decision-making process, answering the following questions
1) What program or intervention did you choose?
2) How does it address the identified problem?
3) How many interventions did your search yield?
4) Did you have to get more or less specific in your criteria? If so, how did you change your criteria?
5) How did you narrow the options down to your choice? What further criteria did you consider? Criteria can include (but are not limited to):
   a) Improvement index
   b) Number of studies meeting standards (with or without reservations)
   c) Characteristics of students in reviewed studies (e.g., grade level(s), language background)
   d) Delivery method of the intervention (e.g., professional development vs. curriculum; whole class curriculum vs. small group intervention)
   e) Nature of the intervention (e.g., specific to identified problem vs. broader coverage)
   f) Feasibility of implementation for your context (e.g., complete overhaul of curriculum vs. supplement; expense in time and money; fit with other programs in place)
   g) Anything else you considered as important

Your brief should total no more than 2-3 pages.

BRIEF GRADING RUBRIC
COMPONENTS
(Two points for each completed component; total possible points: 26)

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT OF PROBLEM</td>
<td>□</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>□</td>
</tr>
<tr>
<td>1. Outcome domains</td>
<td>□</td>
</tr>
<tr>
<td>2. Grade</td>
<td>□</td>
</tr>
<tr>
<td>3. Population</td>
<td>□</td>
</tr>
<tr>
<td>4. Effectiveness</td>
<td>□</td>
</tr>
<tr>
<td>5. Extent of evidence</td>
<td>□</td>
</tr>
<tr>
<td>6. Delivery method</td>
<td>□</td>
</tr>
<tr>
<td>7. Program type</td>
<td>□</td>
</tr>
<tr>
<td>SEARCH CRITERIA SUMMARY</td>
<td>□</td>
</tr>
<tr>
<td>RESULTS</td>
<td>□</td>
</tr>
<tr>
<td>1. Name of chosen program</td>
<td>□</td>
</tr>
<tr>
<td>2. Number of interventions found</td>
<td>□</td>
</tr>
<tr>
<td>3. Criteria changes</td>
<td>□</td>
</tr>
<tr>
<td>4. Decision process and criteria</td>
<td>□</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>□</td>
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</tbody>
</table>

HANDOUT COMPONENT QUALITY (total possible points: 10)

<table>
<thead>
<tr>
<th>Component</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of the original problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of results and decision process</td>
<td></td>
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</tbody>
</table>

Total score:  /36
2. READING RESEARCH CONTROVERSY PRESENTATION

Two to three students will give a 20-25 minute presentation to the class about a current debate in the literacy field. The purposes for this assignment are that you:

- Develop a deep understanding of a point of dispute in a specific area of reading research;
- Translate your understanding of BOTH sides of the dispute into comprehensible terms for peers; and
- Employ professional presentation and facilitation skills to guide discussion of the dispute.

To complete this assignment, you and one to two classmates will:
1. Read ALL the articles for your topic (ALL positions);
2. Create a presentation that summarizes the controversy you have been assigned and BOTH sides of the issue (whether or not you agree with a side);
3. Practice your presentation to be sure it is no longer than 30 minutes;
4. Prepare 3-5 questions designed to stimulate class discussion and true debate after both presentations have been given (can be done in cooperation with the classmate presenting the opposing position);
5. Turn in your slides and discussion questions by Tuesday in Week 5; and
6. Present together at the synchronous class session indicated in the class schedule.

Students will be assigned to a controversy during the second class meeting. You may choose to have each student represent one side of the debate, but both students should be part of preparing the presentation and presenting it. Four potential topics, and their associated positions and readings are listed below.

Fluency in Reading Assessment and Instruction

Two possible positions
1. Fluency Is a Key Indicator and Skill
2. Fluency Is a Questionable Indicator and Skill

Articles


Samuels, S. J. (2007). The DIBELS tests: Is speed of barking at print what we mean by reading fluency? Reading Research Quarterly, 42 (4), 546-567. [NOTE: This article is a response to another by Riedel in the same issue. You must download the Riedel article to access the Samuels' one. You do not need to read the Riedel article, just the Samuels.]


The Questionable Value of Silent Reading in School

Two possible positions
1. Silent reading lacks evidence of effectiveness
2. Silent reading improves reading outcomes
Articles (read in order listed)
FIRST, reread the section of the NRP sub-report on fluency regarding free/silent reading.


Language of Instruction and Literacy Outcomes
**Two possible positions**

1. *English Literacy Develops Best When English Is the Language of Instruction*
2. *English Literacy Develops Best with Bilingual Supports*


Response to Intervention
**Two possible positions**

1. *RTI Works*
2. *RTI Doesn’t Work*


**CONTROVERSY PRESENTATION RUBRIC**

<table>
<thead>
<tr>
<th>Presence and Quality of Presentation Components (up to 5 points for each)</th>
<th>Define the dispute: 0 – missing, 1 – incomplete, 2 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent</th>
<th>/ 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Represent the assigned position: 0 – missing, 1 – incomplete, 2 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent</td>
<td>/ 5</td>
</tr>
<tr>
<td></td>
<td>Provide evidence for the assigned position: 0 – missing, 1 – incomplete, 2 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent</td>
<td>/ 5</td>
</tr>
<tr>
<td>Slides</td>
<td>Slides are illegible (poor color scheme, contrast, font, font size), have too much or too little information, and have poor transitions – 2 Slides exhibit more than one problem from first rating, but not all – 3 Slides exhibit one problem from first rating – 4 Slides exhibit none of the problems from first rating – 5</td>
<td>/ 5</td>
</tr>
<tr>
<td>Vocal delivery</td>
<td>Presenter reads directly from the screen, provides no additional information, and delivers poorly (too fast/slow, too soft/loud, unfinished statements, etc.) – 2 Presenter exhibits more than one problem from first rating, but not all – 3 Presenter exhibits one problem from first rating – 4 Presenter exhibits none of the problems from first rating – 5</td>
<td>/ 5</td>
</tr>
<tr>
<td>Timing</td>
<td>Presentation is less than or more than 20-25 minutes in length – 0 Presentation is 20-25 minutes in length – 5</td>
<td>/ 5</td>
</tr>
<tr>
<td>Discussion Questions (same score for both presenters)</td>
<td>Missing – 0 Fewer than 3 discussion questions and not well-designed to generate discussion – 2 Exhibits at least one of the problems from first rating – 4 Exhibits none of the problems from the first rating – 5</td>
<td>/ 5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>/ 35</td>
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</tbody>
</table>
3. CONTROVERSY RESPONSE PAPERS

Each student is required to write a response paper on ONE of the controversies presented other than the one they helped to present. The papers should be 3-4 pages with double-spacing and 12-point font.

In the paper, you will take a position on the controversy, drawing on your peers’ presentations and on course reading assignments. The purposes for this assignment are that you:

- Develop a position on a dispute in a specific area of reading research;
- Support your position using clear reasoning and research-based evidence; and
- Communicate your position in concise, lay-person-friendly language.

The paper is worth 48 points and is due the week following the presentation (see course schedule). The average score for the two papers will be used in calculating your final course grade.

The following rubric will be used to evaluate the papers.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Inconsistent</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate your position on a dispute in a specific area of reading research</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Support your position using clear reasoning</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Support your position using research-based evidence, including citations to relevant research.</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Use concise, lay-person-friendly language</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. META-ANALYSIS PRESENTATION

This assignment involves reading a meta-analysis related to language, reading, or writing that is of interest to you and is not already covered in the course. The assignment is designed to assess your ability to make sense of research syntheses independently and also as a means of increasing the relevance of the course content by having you share current research with your peers on a topic of direct interest to you. You will be asked to consult with the course instructor on your choice of meta-analysis to ensure that it is appropriate for the course. The criteria and scoring rubrics for the presentation are on the following pages. Presentations are due and will be shared in class on the last day of class.

The Purpose of the Assignment

- Use the information learned from this course for an applied purpose.
- Obtain an in-depth knowledge of a single meta-analysis or synthesis (referred to as meta-analysis from now on) regarding an educational topic in reading, writing, or language teaching, learning, or assessment.
- Translate information gained into a 10-15 minute presentation.
- Employ multimedia presentation technology to communicate your message.
Assignment Requirements

1. SELECT a single meta-analysis from the folder on the course website. Alternatively, you may choose to search for a meta-analysis on your own using Google Scholar and UO library resources. **Your choice must be approved by the course instructor by Week 4 of the term.**
2. READ the meta-analysis.
3. PREPARE a 10-15 minute presentation designed to be delivered to colleagues (i.e., other teachers and/or graduate students). Your presentation should:
   a. Explain the topic of the meta-analysis (2-3 minutes),
   b. Present the search criteria used (2 minutes),
   c. Summarize the findings (5-8 minutes), and
   d. Review the findings from a practical perspective (2-3 minutes).
4. PRACTICE your presentation!
5. **OPTIONAL:** SUBMIT your draft presentation for feedback by uploading it under Week 7 by Monday, 8/22, at 9am. [Try to include notes for each slide.] Feedback will be provided by the end of the day on Friday, 8/26.
6. PRESENT LIVE during our final class meeting (8/31), incorporating feedback from instructor.
## Scoring Rubric for META-ANALYSIS PRESENTATIONS

| Presence of Presentation Components (up to 2 points for each present component) | Explain the topic of the meta-analysis 0 – missing, 1 – incomplete, 2 – complete | / 8 |
| Present the search criteria used 0 – missing, 1 – incomplete, 2 – complete |
| Summarize the findings 0 – missing, 1 – incomplete, 2 – complete |
| Review the findings from a practical perspective 0 – missing, 1 – incomplete, 2 – complete |
| Quality of Presentation Components (up to 3 points for each present component) | Explain the topic of the meta-analysis 1 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent | / 20 |
| Present the search criteria used 1 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent |
| Summarize the findings (5-10 minutes) 1 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent |
| Review the findings from a practical perspective 1 – poor, 3 – inconsistent, 4 – adequate, 5 – excellent |
| Slides | Slides are illegible (poor color scheme, contrast, font, font size), have too much or too little information, and have poor transitions – 2 Slides exhibit more than one problem from first rating, but not all – 3 Slides exhibit one problem from first rating – 4 Slides exhibit none of the problems from first rating – 5 | / 5 |
| Vocal delivery | Presenter reads directly from the screen, provides no additional information, and delivers poorly (too fast/slow, too soft/loud, unfinished statements, etc.) – 2 Presenter exhibits more than one problem from first rating, but not all – 3 Presenter exhibits one problem from first rating – 4 Presenter exhibits none of the problems from first rating – 5 | / 5 |
| Timing | Presentation is less than or more than 10-15 minutes in length – 0 Presentation is 10-15 minutes in length – 7 | / 7 |
| TOTAL | | / 45 |

## OTHER FORMS OF ASSESSMENT

**Synchronous and Asynchronous Participation**

Attendance at synchronous meetings is **required**. Failure to attend or consistent late attendance without prior permission will result in deductions to your participation grade. Participation in assigned forums is also **required**. Students will be asked to sign up to summarize readings on a weekly forum for two of six weeks (Weeks 1-4, 6, and 7). Failure to post, consistent late posting (i.e., more than one week after assigned), or poor quality posts (i.e., unduly short, cursory, or off-topic posts) will result
in deductions to your participation grade. **Participation constitutes approximately 20% of your grade.**

**GRADING POLICY**

Your final grade for this course will be determined based on synchronous and asynchronous participation, labs, homework analyses, homework APA write-ups, and the final project.

- Participation = 20%
- WWC/FFW or NCII Program Review = 20%
- Controversy Presentation = 20%
- Controversy Response Paper = 20%
- Single Meta-analysis Presentation = 20%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
</tr>
</tbody>
</table>

Please note that if this class is taken P/NP, 80% or higher is required to pass the class. 
*Reading Endorsement students must take course as graded.*

7. **GRADUATE/UNDERGRADUATE DIFFERENTIATION**

This course does not have an undergraduate section.

8. **ROLE OF THE GTF**

This course does not have a Graduate Teaching Fellow.

9. **STUDENT ENGAGEMENT INVENTORY**

**STUDENT WORKLOAD EXPECTATIONS**

- **Graduate:** 1 credit hour = 40 hours of student engagement
- In-class: Live, synchronous meetings will comprise 12 hours and asynchronous online content will comprise about 38 hours (allowing for pausing, small independent activities, and review).
- Outside of class: Reading and the course assignments will consume the rest of student engagement.

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hrs student engaged</th>
<th>Explanatory comments(if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous course attendance</td>
<td>12</td>
<td>Synchronous meetings</td>
</tr>
<tr>
<td>Online content (asynchronous units)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Total hours:</td>
<td>160</td>
<td></td>
</tr>
</tbody>
</table>
10. ATTENDANCE AND ABSENCE GUIDELINES

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voice mail or e-mail at least 24 hours prior to class. If no prior arrangements have been made before class time, the absence will be unexcused. See Participation grading criteria in section 6 above for details on how this will affect your grade.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

11. EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:
- Participate actively in class activities.
- Respect the diversity of cultures, opinions, viewpoints in the classroom.
- Listen to fellow students, professors, and lecturers with respect.
- Arrive on time, prepared for class.
- Attend for the duration of class.
- Return from breaks in a timely manner.
- Do not read other materials, books, or newspapers.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices.
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

Eating during class is allowed, but please try to keep noise and mess to a minimum. Food waste should be disposed of outside the classroom.

If you open a window or door, it is your responsibility to close it when class is over.

12. Diversity

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

13. 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 the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the
Accessible Education Center 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 Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

14. Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
- [https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message)
- [http://around.uoregon.edu/mandatoryreporting](http://around.uoregon.edu/mandatoryreporting)

15. Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This 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.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor. ([http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html](http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html))

16. Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- **UO Bias Response Team**: 346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- **Conflict Resolution Services**: 346-0617 or [http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- **Affirmative action and Equal Opportunity**: 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)