Literacy for Learning I

EDLD 610 – 2 Credits
CRNs 22071 and 26423
University of Oregon – College of Education – Educational Methodology, Policy and Leadership

Winter 2016 Term Syllabus

Meeting Days/Time: See Course Schedule
Location: ONLINE

INSTRUCTOR

Gina Biancarosa
Assistant Professor
Department of Educational Methodology, Policy, and Leadership

<table>
<thead>
<tr>
<th>Phone:</th>
<th>(541) 346-2883</th>
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<tbody>
<tr>
<td>Fax:</td>
<td>(541) 346-5174</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:ginab@uoregon.edu">ginab@uoregon.edu</a></td>
</tr>
<tr>
<td>Skype/Google</td>
<td>gina.biancarosa</td>
</tr>
<tr>
<td>Address:</td>
<td>102R Lokey Bldg 5267 University of Oregon Eugene, OR 97403-5267</td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment (virtual/online meetings are also possible).</td>
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2. COURSE OVERVIEW
DESCRIPTION OF SUBJECTS AND TOPICS EXPLORED

This two-credit course covers 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 and needs. 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.

POSITION IN CURRICULUM

The course is required for EMPL reading endorsement students. It is also appropriate for Master's and D.Ed. students with a literacy leadership emphasis in EMPL and students in other College of Education programs who would like to build a deeper understanding of how to support literacy development in the intermediate and middle school years.

3. STUDENT LEARNING OUTCOMES
OBJECTIVES

Upon completion of this course, the student 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.).

### 4. TEXTBOOKS & READING MATERIALS

#### BOOKS

<table>
<thead>
<tr>
<th>Status</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
<th>ISBN-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Also required for</td>
<td>[This book may be ordered online; ISBN: 978-1-57128-457-0]</td>
<td></td>
<td></td>
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<tr>
<td>Literacy for Learning II)</td>
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#### ARTICLES, REPORTS, and STANDARDS

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

#### FORMAT

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

**Synchronous content.** All students will assemble online via web-conferencing for synchronous content three times. The first meeting will establish the course structure, expectations, and protocols. During the other meetings, students will engage primarily in discussion of the asynchronous content and assignments, but the instructors may also use these times to deliver “mini-lessons” designed to clarify common points of confusion among students or share cutting edge content. These meetings will occur on intermittent Mondays from 4:30-5:30PM (see Weekly Schedule). If students have a conflict with these meetings, please contact the instructor as soon as possible.

**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 the assignments described below and discussion forum posts.
On the course website is an *Announcements* section where the instructor will post course announcements. **It is the student’s responsibility to read announcements made to this forum.** Additional online forums will also be maintained based on course content. **Unless of a personal or idiosyncratic nature, any course questions asked via email will be answered via announcements so that all students have the same information regarding the course.**

**COURSE WEBSITES**

**Canvas.** We will use Canvas ([https://canvas.uoregon.edu/courses/55048](https://canvas.uoregon.edu/courses/55048)) as the course website. You will go here for announcements, assignments, datasets, grades, etc.

**Adobe Connect.** We use Adobe Connect for our live, synchronous meetings. The URL for our meeting space is: [http://empl.adobeconnect.com/edld610litw16/](http://empl.adobeconnect.com/edld610litw16/). You do NOT need to purchase any software, but you will need to download a plug-in to ensure the best experience. A handout regarding that and other technical requirements will be distributed by the course instructor prior to the first class meeting. Be sure to follow instructions so that you are ready to log in for the first class. Please be sure to use your first name and last initial when you log in.

**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. I 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.

**5. WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS**
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>ACTIVITIES/ ASSIGNMENTS (Due Dates in RED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Course syllabus</td>
<td>Discussion Board: Introductions (due by Monday, Jan. 11 at 9 AM)</td>
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<tr>
<td></td>
<td></td>
<td>Tips for Being a Successful Online Learner</td>
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**Online Meeting via Adobe Connect**  
Monday, Jan. 11  
4:30 – 5:30 PM

| Unit 1 | 2-3 | Unit 1: Multisyllabic Decoding Strategies  
|--------|-----|------------------------------------------|---------------------------------|
|        |     | o Phonics learning progression  
|        |     | o Types of words  
|        |     | o Multisyllabic instructional strategies  
|        |     | o Phonics assessment  
|        |     | o 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 (Monday, Jan. 18 by 9 AM)  
|        |     | Application Assignment: Decoding Lesson Plan (Monday, Jan. 25 by 9 AM)  
|        |     | Post-reading Journal Assignment (Monday, Jan. 25 by 9 AM)  

| Unit 2 | 4-5 | Unit 2: Vocabulary  
|--------|-----|-------------------|---------------------------------|
|        |     | o Tier 1, 2, and 3 words  
|        |     | o Morphemic and contextual analysis  
|        |     | o Cognate awareness  
|        |     | o Dictionary use  
|        |     | o Designing effective vocabulary instruction  
|        |     | Honig et al. (2008): Chapters 12 & 13  
|        |     | Pre-reading Journal Assignment (Monday, Feb. 1 by 9 AM)  
|        |     | Assignment: Vocabulary Lesson Plan (Monday, Feb. 8 at 9 AM)  
|        |     | Post-reading Journal Assignment (Monday, Feb. 8 at 9 AM)  

**Online Meeting via Adobe Connect**  
Monday, Feb. 1  
4:30 – 5:30 PM

| Unit 3 | 6-7 | Unit 3: Informational Reading and Comprehension  
|--------|-----|---------------------------------|---------------------------------|
|        |     | o Text structures  
|        |     | o Expository reading strategies  
|        |     | o Motivation and engagement  
|        |     | o Question and answer relationships (QARs)  
|        |     | Honig et al. (2008): Chapter 15  
|        |     | Pre-reading Journal Assignment (Monday, Feb. 15 at 9 AM)  
|        |     | Assignment: Comprehension Lesson Plan (Monday, Feb. 22 at 9 AM)  
|        |     | Post-reading Journal Assignment (Monday, Feb. 22 at 9 AM)  

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<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>ACTIVITIES/ ASSIGNMENTS (Due Dates in RED)</th>
</tr>
</thead>
</table>
| Unit 4 8-9 | **Unit 4: Teaching Writing**  
- The Writing Process  
- Types of Expository Writing  
- Genre-Specific Strategies  
- Self-Regulation | Oregon Literacy Plan: K-12 Writing: Instruction, WI 1-62 (link on Blackboard)  
Project: Expressive Writing Portfolio (Monday, Mar. 7 at 9 AM)  
Post-reading Journal Assignment (Monday, Mar. 7 at 9 AM) |

**Online Meeting via Adobe Connect**  
Monday, Mar. 7  
4:30 – 5:30 PM

| Unit 5 10-11 | **Unit 5: Writing Assessment and Instructional Planning**  
- Assessing student writing  
- Monitoring student progress in writing  
- Planning interventions based on student performance | Oregon Literacy Plan: K-12 Writing: Assessment WA 1-58 | Pre-reading Journal Assignment (Monday, Mar. 14 at 9 AM)  
Assignment: Assess student writing, develop instructional goals and objectives (Friday, Mar. 18 at 11 PM)  
Post-reading Journal Assignment (Friday, Mar. 18 at 11 PM) |

### 6. GRADING COMPONENTS AND CRITERIA

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. Assignments must be submitted within designated time frames.

#### 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.

#### STUDENT ASSIGNMENTS

The major assignments in this course fall into four categories and are numbered and detailed below.

1. **All assignments will be posted on Canvas within the unit in which they are due.** Assignments will include detailed directions, a scoring rubric, and due dates/time. 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, so 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 dates 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 the instructor 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. 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.

6.1a **Introduction of Yourself:** Students will complete the introductory assignment (on discussion board on Blackboard) before the end of the first week of classes. (5 points)

6.1b **Synchronous (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)

6.2 **Reading Journal Assignments:** Students will respond to two prompts: (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)

6.3a **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)

6.3b **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)

6.3c **Unit 3 Comprehension Lesson Plan:** Students will use the QAR strategy to design comprehension instruction for expository text. (50 points)

6.4a **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)

6.4b **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 POLICY**

Your final grade for this course will be calculated as follows.

- Attendance and Participation = 12.5%
- Journal Reflections = 25%
Reading Lesson Plans = 37.5%
Writing Assignments = 25%

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>Grade</th>
<th>Percentage</th>
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<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>70-76.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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Please note that if this class is taken P/NP, 80% or higher is required to pass the class. EDLD Majors 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
- In-class: Live, synchronous meetings will comprise 5 hours and asynchronous online content, which includes independent activities during lessons, will comprise 20 hours. Together, these amount to about 2.5 hours per week; however, the course schedule clarifies the exact expectations by week.
- Outside of class: Reading, writing and other course assignments will consume approximately 5.5 hours per week.
- Graduate: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT INVENTORY - GRADUATE</th>
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<tbody>
<tr>
<td>Educational activity</td>
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<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Course content</td>
</tr>
<tr>
<td>Synchronous meetings</td>
</tr>
<tr>
<td>Assigned readings</td>
</tr>
<tr>
<td>Projects</td>
</tr>
<tr>
<td>Writing assignments</td>
</tr>
<tr>
<td>Total hours:</td>
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</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 any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

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.

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

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
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). 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)

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
- **Conflict Resolution Services** 346 -0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- **Affirmative action and Equal Opportunity:** 346-3123 or http://aaeo.uoregon.edu/