

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>10/28/10</u>				
b. Department/Division: <u>Curriculum & Instruction</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>Christine A. Mallozzi</u>		Email: <u>christine.mallozzi@uky.edu</u>		Phone: <u>859-257-4127</u>		
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term ² : <u>Summer 2011</u>						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>EDC618</u>		Proposed Prefix & Number: <u>EDC618</u>				
b. Full Title: <u>Advanced Study in the Teaching of Reading</u>		Proposed Title: <u>Advanced Study in the Teaching of Reading</u>				
c. Current Transcript Title (if full title is more than 40 characters): _____						
Proposed Transcript Title (if full title is more than 40 characters): _____						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.						
Current:	<u>15</u> Lecture	_____ Laboratory ⁵	_____ Recitation	<u>22.5</u> Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
Proposed:	<u>15</u> Lecture	_____ Laboratory	_____ Recitation	<u>22.5</u> Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: <u>3</u>						

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i>	_____	
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>An advanced course for classroom teachers which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. Prereq: EDC 330 or 339 or 533 or equivalent.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>An advanced course for classroom teachers which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. Prereq: EDC 330 or 339 or 533 or equivalent.</u>	
j. Current Prerequisites, if any:	<u>EDC330, 339, 533, equivalent, or consent of instructor</u>	
<i>Proposed Prerequisites, if any:</i>	<u>EDC330, 339, 533, equivalent, or consent of instructor</u>	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

a.	<input type="checkbox"/>	Check box if <u>changed to 400G or 500</u> . If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
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Signature Routing Log

General Information:

Course Prefix and Number: EDC618

Proposal Contact Person Name: Christine A. Mallozzi

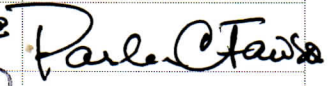


Phone: 859-257-4127

Email: christine.mallozzi@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDC Faculty	11/12/2010	Parker Fawson / 0767 / parker.fawson@uky.edu	
G+C Committee	11/29/10	Doug Smith 77-1824 / desmit1@uky.edu	
Education Faculty	12/14/10	Robert Shapiro 7-9795 / rshap@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 618	Date: 11/3/09
Instructor Name: Christine Mallozzi	Instructor Email: christine.mallozzi@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Timely and appropriate interaction will be assured through daily use of asynchronous online discussion groups. Discussions will be facilitated by faculty member. Chats will also be available for use for synchronous discussions. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>I have included an Equivalence of On-Campus and Online Delivery Option and syllabus. In brief, they show that readings, the learning outcomes, course objectives, and assessment of student learning outcomes are identical to a face-to-face class. The course temporal lengths, office hours, class interaction and participation, presentation of content, evaluation of students, and assignments will be modified and comparable to the face-to-face class features. This online course uses multiple modes for course presentation. For example, in this class, the class-based discussion in the face-to-face class is active using electronic discussion boards and online chat. Class materials are available from the Blackboard, and assignments are distributed and collected online. Students in the course will participate in online activities. All students will participate in the same experiences.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The integrity of student work is ensured by requiring the same requirements as a face-to-face class. As an advanced graduate class, course assessment are based on developed projects rather than examinations. The security of student work is facilitated by the security afforded of UK's Blackboard course system and UK's academic offense policies apply.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

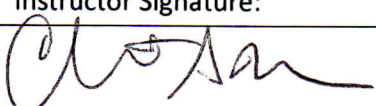
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	<p>completion) of a degree program being offered via any form of DL, as defined above? No.</p> <p>If yes, which percentage, and which program(s)?</p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</i></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Course readings will be available online through UK's Blackboard course platform. Textbooks will be available for purchase online and at the UK bookstore. The instructor will maintain virtual office hours that will be individually arranged via email and via telephone when applicable. Students may also participate in online chat sessions. The syllabus includes details for accessing student services on campus for technology support and library support.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The discussion boards and chats will be tracked for evidence of participation. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments require the use of technology and publication resources.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Technology tools used in the course will be available to students in class and in the College of Education Instructional Technology Center (ITC).</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed in the actual syllabus.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Christine A. Mallozzi</p> <p>Instructor Signature: </p>

EDC 618 Advanced Study in the Teaching of Reading
Equivalence of On-Campus and Online Delivery Option

Instructor: Christine A. Mallozzi

Office: 321 Dickey Hall

Office Telephone: 859-257-4127

Email: christine.mallozzi@uky.edu

“Advanced Study in the Teaching of Reading” (EDC618) is an advanced course for classroom teachers, which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction.

Equivalent course activities for the on campus and online delivery of the course are listed in Table 1.

Table 1. Equivalence of On-campus and Online Course *

Feature	On Campus Delivery	Web Delivery
<u>Course temporal length</u>	One academic term, as described in the UK Academic Calendar	Temporal length of the course will “correspond roughly to that of the term (semester or summer) in which it is offered”**
<u>Readings</u>	One book, reading available via Blackboard	One book, reading available via Blackboard
<u>Office Hours</u>	Regular campus office hours, email, and telephone	Arranged individually through email, plus telephone when applicable
<u>Class interaction and participation</u>	In class discussions, threaded online discussions, and emails related to assigned readings and projects	Threaded online discussions, chat discussions, and emails related to assigned readings and projects
<u>Presentation of content</u>	In class lecture/discussion and PowerPoint presentations	Content arranged in modules. Online discussions and PowerPoint presentations with audio voice over
<u>Evaluation of Students</u>	Checklists and rubrics	Checklists and rubrics including criteria that matches delivery of assignments in online platform
<u>Assignment 1) Online Discussion Participation</u>	Threaded online discussions	Threaded online discussions
<u>Assignment 2) Literacy Assessment Presentation</u>	Presentation to class	PowerPoint presentation (or other presentation platform) with audio commentary (when appropriate) posted to Blackboard
<u>Assignment 3) Position Paper</u>	Electronically submit written document to instructor	Electronically submit written document to instructor

*Note 1 : For both the online and on campus course the Web portion of the course will be developed and delivered using Blackboard.

**Note 2 : See Approval Guidelines for Delivery of Graduate Courses in Multi-Media Format (<http://www.rgs.uky.edu/gs/GSMulti-Media.html>).

EDC 618 Advanced Study in the Teaching of Reading
Equivalence of On-Campus and Online Delivery Option

Instructor: Christine A. Mallozzi

Office: 321 Dickey Hall

Office Telephone: 859-257-4127

Email: christine.mallozzi@uky.edu

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UNIVERSITY OF KENTUCKY
College of Education - Department of
Curriculum & Instruction
Course Syllabus for EDC 618* - "Advanced Study in the Teaching of Reading"
Summer Semester, 2011

Instructor:	Christine A. Mallozzi
Office Location	321 Dickey Hall; Mailbox in 335 Dickey Hall
Phone Number	706-983-9581 (cell); 859-257-4127 (office)
Email	Christine.mallozzi@uky.edu
Virtual Office Hours	Arranged individually through email
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video & audio recording devices (e.g., laptop webcam with microphone)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859-257-8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Preferred method for contacting instructor	Email or Blackboard
Anticipated Response Time	2 days
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859-257-0500 ext 2171 Long distance: 800-828-0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16

Course Overview

This is an advanced course for classroom teachers, which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. Prereq: EDC 330, 339, 533, equivalent, or consent of instructor

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education. Reflection will also be integrated into students' learning opportunities through the production of written responses and analyses of teaching experiences. This course emphasizes the commitment of the professional education unit to ensure that its graduates are equipped for life-long learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations.

Learning Outcomes and Course Objectives

Specific learner expectations for this course are that students will:

1. demonstrate a knowledge of the major components of the reading process and an ability to reflectively apply those components through participation in class discussions and activities and completion of job-embedded course assignments. This is assessed through Course Requirement #1 (by addressing readings process topics in course online discussion participation).
2. increase their repertoire of reading instructional procedures which may be used with students of differing reading abilities and from diverse backgrounds at the age/grade level they teach or are certified to teach and which are inextricably linked to the Kentucky LGAE, IRA/NCTE Standards for English Language Arts, the Kentucky Experienced Teacher Standards, CCA and POS. This is assessed through Course Requirements #1 (by addressing readings process topics in online discussion participation) and #2 (by conveying knowledge of assessments of reader abilities in a literacy assessment presentation).
3. increase their knowledge of literacy assessment so they may meet the diverse literacy needs of the individuals in their classrooms through research-based instruction that enhances learning closes achievement gaps among various sub-populations of learners. This is assessed through Course Requirement #2 (by conveying knowledge of assessments of reader abilities in a literacy assessment presentation).
4. exhibit a habit of life-long learning and increased leadership potential through the reading of self-selected professional texts. This is assessed through Course Requirements #2 (by the self-selected topic and texts of the literacy assessment presentation) and #3 (by developing a rationale for literacy practices described in a position paper that could be used as a literacy leader in response to being challenged).

Course Delivery

This proposed course is designed as an online course. Course participants will attend daily class meetings online throughout the term in an environment such as Blackboard. During this time students will work in on independent research projects, group projects, and participate in online discussions and online chats.

Required Materials

Required for this course:

Morrow, L. M., Gambrell, L. B., & Pressley, M. (2007). *Best practices in literacy instruction* (3rd ed). New York, NY: Guilford. [BPLI]

Readings – available electronically on Blackboard, an online communication tool that will be used weekly. Reference list of readings available is on the last pages of this syllabus.

Policies and Procedures

Attendance Policy

Class attendance is mandatory and crucial toward students' understanding of course material. If you are absent, it is each student's responsibility to make up the work and inform the instructor of the absence, preferably in advance. You can miss one online class period for any reason (i.e., excused or unexcused absences) without consequence. No verifications of absences are needed. If you miss two online class meetings, your final grade may be lowered by one letter grade (i.e. you will lose ten points), at my discretion. If you miss three online class periods or more, you may be asked to withdraw from the course, at my discretion.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Lateness of Work Policy

Due to the truncated nature of this summer course, I will not accept late work. Any deviation from this policy will only be at my discretion.

Preparation of Written Work

Regarding formatting of more formal assignments (e.g., Position Paper), certain written work should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (6th ed.) guidelines should be followed. Please submit assignments electronically.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Cheating, Plagiarism, and Academic Honesty

Cheating and plagiarism are serious offenses that lead to significant consequences. To better understand issues and consequences of cheating and plagiarism, please read the pdf. "Plagiarism: What is it?" (<http://www.uky.edu/Ombud/Plagiarism.pdf>) from the UK Office of Academic Ombud Services and UK's New Academic Offenses Policy (<http://www.uky.edu/Ombud/acadoffenses/index.htm>). The goal to create a culture of academic honesty is the responsibility of all students.

Disability Statement/Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require

current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Course Requirements and Assessments

- 1. Online discussion participation** – As part of being a reflective learner, you will earn approx. 3 points for an assignment. You will submit a total of 10 substantive online contributions. Students will be placed in 2 groups (Group A and Group B). The schedule for 7 online contributions will be as follows:

Dates	Group A	Group B
July 13 th	Post to Blackboard by Wed., the 13 th at 11 a.m.	Read posts; respond to Blackboard by Wed., the 13 th at 5 p.m.
July 15 th	Read posts; respond to Blackboard by Fri., the 15 th at 5 p.m.	Post to Blackboard by Fri., the 15 th at 11 a.m.
July 18 th	Post to Blackboard by Mon., the 18 th at 11 a.m.	Read posts; respond to Blackboard by Mon., the 18 th at 5 p.m.
July 20 th	Read posts; respond to Blackboard by Wed., the 20 th at 5 p.m.	Post to Blackboard by Wed., the 20 th at 11 a.m.
July 22 nd	Post to Blackboard by Fri., the 22 nd at 11 a.m.	Read posts; respond to Blackboard by Fri., the 22 nd at 5 p.m.
July 25 th	Read posts; respond to Blackboard by Tues., the 25 th at 5 p.m.	Post to Blackboard by Mon., the 25 th at 11 a.m.
July 27 th	Post to Blackboard by Wed., the 27 th at 5 p.m.	Post to Blackboard by Wed., the 27 th at 5 p.m.

For example, on Wed., the 13th at 11 a.m. **Group A** will post about the readings due for that day. The posts will be graded according to the following criteria:

- _____ Response includes pertinent references to at least 2 readings showing student learned from the texts.
- _____ Response incorporates a personal viewpoint on the readings.
- _____ Response shows that student has thought about the complexities of the educational issues.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

Group B will be responsible for reading posts from classmates and using those posts to develop a response. A student can explain how a post from the other Group pushed the person's thinking, ask a question about a post, etc. An individual's performance will be graded according to the following criteria:

- _____ Contribution includes references to the reading and classmates' post.
- _____ Contribution to the discussion incorporated a personal viewpoint on the readings and responses.
- _____ Contribution enriched the class online discussion and encouraged others' learning.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

In addition to the schedule above, you will need to have an additional 3 responses submitted as you choose. These can be giving a thoughtful answer to a posed question, enriching the online discussion though a post or by sharing and discussing "outside" materials on the topic. These

will be assessed using the same criteria above. Each student’s total online discussion “submissions” will be 10.

30 points Due date: weekly (Mon., Wed., Fridays) Assessed by checklist

2. Literacy Assessment Presentation – You will engage in a self-guided investigation into an assessment tool (a list of potential assessments will be distributed). Your final product for this project will be a presentation to your classmates.

30 points Due dates: Varies Assessed by analytic rubric

Trait/Score	4	3	2	1
Description of assessment including sample items	Student described the assessment thoroughly and provided sample questions.	Student gave a general description of the assessment and offered only one sample question.	The student gave a general description of the assessment, but offered no sample questions.	Student gave no description of the assessment and offered no sample questions.
Comparison to other assessments	Student compared the assessment to other tests used for same purposes and explained thoroughly why or why not this test should be used over others.	Student showed comparison assessment to other tests, but offered no explanation as to why or why not this assessment should be used over others.	Student offered only a vague comparison and offered no explanation of why or why not this assessment should be used.	Student gave no comparison of this assessment to others.
Understanding of the subject matter and ability to answer questions	Student has a clear understanding of the material presented and is able to accurately answer almost all questions posed by prof./classmates about the topic.	Student has a clear understanding of the material presented and is able to accurately answer most questions posed by prof./classmates about the topic.	Student seems to somewhat understand the material and is able to accurately answer a few questions posed by prof./classmates about the topic.	Student does not seem to understand the material presented and is unable to accurately answer questions posed by prof./classmates about the topic.
Presentation Style	Presentation was highly polished in regards to style and organization.	Presentation was polished in regards to style and organization.	Presentation was moderately polished in regards to style and organization.	Presentation was unpolished in regards to style and organization.

3. Position Paper – This 3-5 page paper is a chance to synthesize your thinking in this course to develop a position about a classroom literacy practice. Imagine someone is challenging you about why you chose to teach or assess a certain way in regard to literacy. Your job as a professional is to justify with strong evidence that you are making sound educational decisions.

1) State your position on a literacy practice (instruction, assessment, etc.). Be as specific as you can about the population and setting you are proposing for this practice (e.g., my fourth grade class in Lexington, KY comprised of heterogeneous reading abilities, economic levels, races, and English-language proficiency). Remember, it’s important to know why your practice is right for your students – not a group of students across the country.

2) Support your position with evidence. McMillan (2008) in *Educational Research: Fundamentals for the Consumer* stated that there are 4 sources used to make decisions in education: Personal experience (e.g., “I tried this and...”), Tradition (e.g., “We’ve always done it this way...”), Authority (e.g., “My principal told me to...”), and Research (e.g., “Kuhn found that instruction in fluency...”). Your paper can include all 4, but it **MUST** include research.

40 points

Due date: July 30th

Assessed with an analytical rubric.

Reflective Essay Rubric				
trait/score	4	3	2	1
Position statement (a matter of clarity)	Position is stated with extreme clarity, prompting no questions as to position.	Position is stated with clarity.	Position is stated with moderate clarity.	Position is unclear.
Setting & population (a matter of clarity)	The target setting and population is extremely specific and clear, prompting no questions pertinent to the position statement.	The target setting and population is specific and clear.	The target setting and population is somewhat specific and clear.	The target setting and population is too general and unclear.
Support for position (a matter of effectiveness)	Essay contains highly relevant examples to support statements.	Essay contains relevant examples to support statements.	Essay contains moderately relevant examples to support statements.	Essay contains irrelevant examples to support statements.
Support from the literature (a matter of effectiveness)	Essay contains highly appropriate citations or quotes from literature to support statements.	Essay contains appropriate citations or quotes from literature to support statements.	Essay contains moderately appropriate citations or quotes from literature to support statements.	Essay contains inappropriate citations or quotes from literature to support statements.
Cohesive structure (a matter of clarity)	Essay was exceptionally focused in content and organizational structure.	Essay was generally focused in content and organizational structure.	Essay lacked focus in content and organizational structure.	Essay was unfocused in content and organizational structure.
Presentation style (a matter of effectiveness)	Essay was highly polished in regard to APA formatting, grammar, and written expression.	Essay was polished in regard to APA formatting, grammar, and written expression.	Essay was moderately polished in regard to APA formatting, grammar, and written expression.	Essay was unpolished in regard to APA formatting, grammar, and written expression.

Grades

The point distribution and assessment tools for course requirements are as follows:

Requirement	Total Points	Assessment Tool	Due date
1. <i>Online Discussion Participation</i>	30 points	Checklist	Mondays, Wednesdays, Fridays
2. <i>Literacy Assessment Presentation (product)</i>	30 points	Analytic rubric	Varies
3. <i>Position Paper</i>	40 points	Analytic rubric	July 29 th 11:59 p.m.
Total Possible Points = 100 points	100 points		

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89.99 points; C = 70-79.99; E = 0-69.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Graduate Bulletin* (http://www.research.uky.edu/g/bulletin/current/bull09_Part1.pdf) the UK grading systems assigns the following quality labels to grades: A is *High achievement*; B is *Satisfactory achievement*; C is *Minimum passing*; and E is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade. D grades may not be awarded to graduate students. Graduate courses (400G-799) may not be taken Pass/Fail.

Content Calendar				
DATE	TOPIC	READINGS DUE	PAGE TOTAL	TASKS DUE
#1face to face July 11	Introductions, Course Overview: Assessment/Instruction link serves as organizational structure for course			
#2online meeting July 12	What is literacy?: Exploration of the tensions that exist as the field tries to find the limits and affordances of the term literacy	Gough (1995) New London Group (2000) Heath & Wollach (2007)	45 pages	
#3online meeting July 13	Political climate of literacy: The findings of the NRP report get translated into classroom instruction with implications for students	Pearson et al. (BPLI, pp.30-54) NICHD (2000) Armbruster et al. (2006)	105 pages	<i>Online discussion (Group A due 11 a.m. & Group B due 5 p.m.)</i>
#4online meeting July 14	Assessment: Basics of assessment and Afflerbach's agenda provide background for an exchange b/w Riedel & Samuels, an example of assessment research and critique.	Afflerbach (BPLI, pp. 264-282) McKenna & Stahl (2009a) Riedel (2007a) Samuels (2007) Riedel (2007b)	56 pages	
#5online meeting July 15	Some reading models & historical perspective: The historical background grounds several reading models and theories.	Alexander & Fox (2004) McKenna & Stahl (2009b)	58 pages	<i>Online discussion (Group B due 11 a.m. & Group A due 5 p.m.)</i>
#6online meeting July 18	New Literacies: This term posits literacy as plural, sociocultural, and infused with technology.	Lankshear & Knobel (2007) Leu et al. (2004)	67 pages	<i>Online discussion (Group A due 11 a.m. & Group B due 5 p.m.)</i>
#7online meeting July 19	Phonemic Awareness & Phonics: Two of the 5 literacy pillars (ala NRP report), often attended to in early literacy development.	Cunningham (BPLI, pp. 159-177) Yopp & Yopp (2000) Bloodgood & Pacifici (2004) Brown (2003)	61 pages	
#8online meeting July 20	Fluency: Elements of this pillar may include speed, prosody, accuracy, volume...it depends on your definition.	Kuhn & Rasinski (BPLI, pp. 204-219) Miller & Schwanenflugel (2008) Kuhn et al. (2010)	61 pages	<i>Online discussion (Group B due 11 a.m. & Group A due 5 p.m.)</i>
#9online meeting July 21	Vocabulary: Learning words involves morphology and context.	Blachowicz & Fisher (BPLI, pp. 178-203) Lesaux & Kieffer (2010)	57 pages	

#10 online meeting July 22	Comprehension: Understand the text is often considered the most important aspect of literacy.	Block & Pressley (BPLI, pp. 220-242) McKeown et al. (2009)	55 pages	<i>Online discussion (Group A due 11 a.m. & Group B due 5 p.m.)</i>
#11 online meeting July 25	Struggling readers: If every child can learn, can every child also become a reader?	Allington & Baker (BPLI, pp. 83-103) Triplett (2004)	28 pages	<i>Online discussion (Group B due 11 a.m. & Group A due 5 p.m.)</i>
#12 online meeting July 26	English language learners: This growing U.S. population has specific strengths and needs.	Carlo (BPLI, pp. 104-126) Perry (2009) Fitzgerald et al. (2008)	70 pages	
#13 online meeting July 27	Critical literacy: Power is prevalent in literacy matters and deserves attention in teaching & learning.	Gibson (2010) Gainer (2010) Rozansky (2010) Clarke (2006)	52 pages	<i>Online discussion (each person must post by 5 p.m.)</i>
#14 online meeting July 28	Digital literacy: Technology is not just a tool; it shapes thinking.	McKenna et al (BPLI, pp. 344-372) Tarasiuk (2010)	37 pages	
#15 Online meeting July 29	Literacy in the content areas: How can room be made for content learning with and despite the literacy push?	Fang & Schleppegrell (2010) Montelongo (2010)	20 pages	<i>Position Paper due 11:59 p.m.</i>

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