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MAR 12 2014

OFFICE OF THE  
GENERAL COUNSEL**Course Information**

Date Submitted: 2/14/2014

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 621 LING/COGNTV FNDTN OF RDNG IN EARLY CHLDHD

Other Course:

Proposed Prefix and Number: EDC 621

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: College of Education

b. Department/Division: Education Curriculum &amp; Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Kristen Perry

Email: kristen.perry@uky.edu

Phone: 859-257-3836

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: LINGUISTIC/COGNITIVE FOUNDATIONS OF RDNG IN EARLY CHILDHOOD

Proposed Title: LANGUAGE AND LITERACY DEVELOPMENT

c. Current Transcript Title: LING/COGNTV FNDTN OF RDNG IN EARLY CHLDHD

Proposed Transcript Title: LANGUAGE AND LITERACY DEVELOPMENT

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: Graduate School Grade Scale

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A study of reading as a language-based process with an emphasis upon developing observational skills to assess the child's growth in oracy and literacy skills and upon designing a language learning environment to meet these needs.

Proposed Course Description for Bulletin: A study of language and literacy development (oral and written language development, first and second language development, etc) across the lifespan to provide a foundation for literacy instruction and curriculum development.

2j. Current Prerequisites, if any: Prereq: EDC 339 or permission of instructor.

Proposed Prerequisites, if any: EDC 641 or equivalent course in research foundations

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Previously, the course looked at linguistic and cognitive foundations of reading in early childhood. Now, the course will look at language and literacy development across the lifespan. In addition to focusing on linguistic and cognitive foundations, the course will also focus on sociocultural foundations of language and literacy. We will also look at all aspects of literacy, not just reading. Additionally, we will be looking at literacy development beyond early childhood.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: Literacy masters program

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Kristen H. Perry

Instructor Email: kristen.perry@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. 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? The online portions of the course will be synchronous, offered through Adobe Connect or a similar platform. The syllabus reflects all of the online and face-to-face offerings and conforms with senate syllabus guidelines.

2. 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. All of the assignments are the same. The major semester project is to conduct and write up a literature review. This can easily be done in either a face-to-face or distance format. The same textbooks and readings will be used regardless of whether the course meets online or face-to-face.

3. 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. Student integrity is ensured in the same way. There are no exams for this course. Instead, students will be engaging in a variety of writing assignments that will be emailed to the instructor or submitted through a password protected course management system. Student expectations with regard to academic honesty and professional behavior are explicitly discussed in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? The Literacy Masters program, between 25-50%

5. 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? Information about how to access support through UKIT and disability services will be provided in the syllabus. If any students have hearing or visual impairments, I will work with them to ensure access to participation and course content.
6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to submit regular reading responses. Additionally, all readings are offered through library resources to ensure adherence to copyright law. Students will be accessing the library databases as part of their literature searches. I will be specifically teaching students how to do this in an appropriate and ethical way.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Not applicable
8. 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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus lists information about accessing UKIT.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES
- If no, explain how student 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. The course will be online using a program like Adobe Connect. Information about assistance with technology is in the program
10. Does the syllabus contain all the required components? YES
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen H. Perry

SIGNATURE|LAHENR3|Laurie A Henry|EDC 621 CHANGE Dept Review|20140114

SIGNATURE|MYRT|Martha L Geoghegan|EDC 621 CHANGE College Review|20140306

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 621 CHANGE Graduate Council Review|20140312

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

ID	Attachment
Delete 2560	EDC 621 Language & Literacy Development.docx
Delete 3069	EDC621_Su03.doc

First 1 Last

Select saved project to retrieve... Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		EDC - Curriculum and Instruction EDC 621 LING/COGNTV FNDTN OF RDNG IN ERLY CHLDHD	Proposed Prefix & Number:	EDC 621
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		College of Education	Submission Date: 2/14/2014	
b. Department/Division:		Education Curriculum & Instr		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name: Kristen Perry    Email: kristen.perry@uky.edu    Phone: 859-257-3836				
* Responsible Faculty ID (if different from Contact):    Email:    Phone:				
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: <sup>2</sup>
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> 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 ) that proposed changes do not affect DL delivery.				
b. Full Title:		LINGUISTIC/COGNITIVE FOUNDATIONS OF RDNG IN EARLY CHILDHOOD	Proposed Title: *	LANGUAGE AND LITERACY DEVELOPMENT
c. Current Transcript Title (if full title is more than 40 characters):			LING/COGNTV FNDTN OF RDNG IN ERLY CHLDHD	

c. Proposed Transcript Title (if full title is more than 40 characters):		LANGUAGE AND LITERACY DEVELOPMENT			
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none
Proposed - ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed - REMOVE <sup>2</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other	Please explain:	
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*	3	
h.* Currently, is this course repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			<input checked="" type="radio"/> Yes <input type="radio"/> No
i. Current Course Description for Bulletin:					
A study of reading as a language-based process with an emphasis upon developing observational skills to assess the child's growth in oracy and literacy skills and upon designing a language learning environment to meet these needs.					
* Proposed Course Description for Bulletin:					
A study of language and literacy development (oral and written language development, first and second language development, etc) across the lifespan to provide a foundation for literacy instruction and curriculum development.					
j. Current Prerequisites, if any:					
Prereq: EDC 339 or permission of instructor.					
* Proposed Prerequisites, if any:					
EDC 641 or equivalent course in research foundations					
*					

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
	Previously, the course looked at linguistic and cognitive foundations of reading in early childhood. Now, the course will look at language and literacy development across the lifespan. In addition to focusing on linguistic and cognitive foundations, the course will also focus on sociocultural foundations of language and literacy. We will also look at all aspects of literacy, not just reading. Additionally, we will be looking at literacy development beyond early childhood.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	
	Literacy masters program	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (1) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

**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 **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 educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

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 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 e students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 621	Date: 1/15/2013
Instructor Name: Kristen H. Perry	Instructor Email: kristen.perry@uky.edu
Check the method below that best reflects how the majority 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**

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
 The online portions of the course will be synchronous, offered through Adobe Connect or a similar platform. The syllabus reflects all of the online and face-to-face offerings and conforms with senate syllabus guidelines.

2. 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 go assessment of student learning outcomes, etc.

All of the assignments are the same. The major semester project is to conduct and write up a literature review. This can easily be done in either a face-to-face or distance format. The same textbooks and readings will be used

3. 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; acad policy; etc.

Student integrity is ensured in the same way. There are no exams for this course. Instead, students will be engaging in a variety of writing assignments that will be emailed to the instructor or submitted through a

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

Yes

Which percentage, and which program(s)?

The Literacy Masters program, between 25-50%

\*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 deli six months from the date of approval.

5. 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 se Information about how to access support through UKIT and disability services will be provided in the syllabus. If any students have hearing or visual impairments, I will work with them to ensure access to participation and

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students are required to submit regular reading responses. Additionally, all readings are offered through library resources to ensure adherence to copyright law. Students will be accessing the library databases as part of their

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Not applicable

#### Student Services

8. 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/ the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The syllabus lists information about accessing UKIT.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

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 te The course will be online using a program like Adobe Connect. Information about assistance with technology is in the program

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Acc which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Kristen H. Perry



Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/help>)

Revised 8/09

- ☐ 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ☐ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ☐ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ☐ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ☐ 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ☐ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ☐ In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

**EDC 621 – Language and Literacy Development**  
Fall 20XX

<b>Instructor:</b>	Dr. Kristen H. Perry
<b>Office Location</b>	341 Dickey Hall
<b>Phone Number</b>	859-321-6181 (cell)
<b>Email</b>	<a href="mailto:kristen.perry@uky.edu">kristen.perry@uky.edu</a>
<b>Preferred method for contacting instructor</b>	Email or Blackboard
<b>Anticipated Response Time</b>	Within 24 hours during the work week.
<b>Office Hours</b>	Before/after class and by appointment
<b>Virtual Office Hours</b>	Made by arrangement via email
<b>Technological Requirements</b>	Computer with internet access and microphone
<b>Technological Assistance</b>	Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859-257-1300
<b>Course website</b>	Blackboard: <a href="https://elearning.uky.edu/">https://elearning.uky.edu/</a>
<b>Distance Learning Library Services</b>	DL Librarian: Cantagallo, Carla Phone: (859) 218-1240 Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a> DL Interlibrary Loan Service: <a href="http://libraries.uky.edu/page.php?lweb_id=253">http://libraries.uky.edu/page.php?lweb_id=253</a>

**Prerequisite**

EDC 641 or equivalent course in research foundations.

**Course Description**

In this course, students will gain foundational knowledge of theory and research related to language and literacy development across the lifespan that is applicable in a variety of learning contexts. Students will gain knowledge of oral and written language development, first and second language development, etc. Additionally, students will learn how to conduct a literature review and will review the literature related to a language and literacy topic of their choosing.

**Course Learning Targets, Outcomes, and Assessments**

This course is designed to partially fulfill requirements of the International Reading Association standards for Reading Specialist/Literacy Coach candidates and of the Kentucky Teacher Standards. By the end of this course, students will be able to:

- Articulate theories of language and literacy development across the lifespan
- Articulate current research related to language and literacy development, and apply this research base language and literacy instruction in various educational settings
- Conduct a literature search on a topic related to language and literacy development and synthesize that literature into a coherent literature review

Learning Outcome	Assessment
<b>1. Articulate theories of language and literacy development across the lifespan</b>	<ul style="list-style-type: none"> <li>• Weekly reading responses</li> </ul>
<b>2. Articulate current research related to language and literacy development, and apply this research base language and literacy instruction in various educational settings</b>	<ul style="list-style-type: none"> <li>• Weekly reading responses</li> <li>• Article critique</li> <li>• Literature review assignment</li> </ul>

**3. Conduct a literature search on a topic related to language and literacy development and synthesize that literature into a coherent literature review**

• Literature review assignment

### Course Delivery

This course is designed as a hybrid course. Some course sessions will be face-to-face (F2F), while others will be offered synchronously online.

### Required Texts

There are four required textbooks:

1. Byrnes, J.P. & Wasik, B.A. (2008). *Language and Literacy Development: What Educators Need to Know*. New York: Guilford.
2. Fink, A. (2009). *Conducting Research Literature Reviews: From Paper to the Internet, 4<sup>th</sup> edition*. Sage Publications.
3. Helman, L. (2009). *Literacy Development with English Learners: Research-Based Instruction in Grades K-6*. New York: Guilford.
4. Purcell-Gates, V., Jacobsen, E., & Degener, S. (2006). *Print Literacy Development: Uniting Cognitive and Social Practice Theories*. Cambridge, MA: Harvard University Press.

Additional required readings (provided through the Blackboard page for our course):

[\*readings will come from current research literature and will be updated each time the course is offered]

### Grades

Final grades for this course will be based on 200 points. The grading scale is as follows:

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
180-200	90-100%	A
160-179	80-89%	B
140-159	70-79%	C
< 140	< 69.9%	E

### Late Assignments

Late assignments may be penalized 20% of their total point value if turned in 24 hours following the due date. Further penalties may be assessed if turned in beyond that point. The instructor may return assignments for revision if they do not meet minimum requirements. The final grade in such instances will represent an average of the original and the revised grade. Exceptions may be made for students with extenuating circumstances. Students who have problems with absences or completing assignments should contact the instructor as soon as the problem arises.

### Attendance

Your attendance and thoughtful participation are essential in this class! Unexcused absences will result in the loss of 2 points (1%) from the final grade. For an absence to be excused, you must:

- 1) Email or call me before the start of class (or as soon as is reasonably possible) to let me know of your absence
- 2) Contact me to learn about what you missed and to arrange to make up any missed work

You also may be required provide documentation, depending on the nature of your absence (e.g., doctor's note). The instructor may also excuse other absences at her discretion for unusual circumstances.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a) serious illness;

- b) illness or death of family member;
- c) University-related trips;
- d) major religious holidays;
- e) other circumstances determined by the instructor to be "reasonable cause for absence".

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

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 (257-2754).

### Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. Plagiarism, cheating and other forms of academic dishonesty are serious offenses that lead to significant consequences. Anyone found to be cheating or plagiarizing will receive an automatic E in this course. Furthermore, serious consequences from the university could follow.

### UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will read, analyze, discuss, and apply **research** with a focus on family literacy. Students will use analytical and problem-solving skills to **reflect** on both family literacy programs and their own **learning** process. The course's emphasis on professional leadership will develop who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### Course Components (All Students)

Task	Task Description	Standards Alignment
Reading Responses	Approximately every other week, you will complete a written	IRA: 1.1-

<i>(50 points – 10 each)</i>	<p>response related to course readings. For each response, I will develop a set of written prompts or some other activity for you to complete; these will be given to you in advance of the due date. You will post your responses on our course's Blackboard site, and they will be graded. Your responses should show evidence of critical thinking, reflectivity, and an ability to integrate information that you have read. Additionally, I encourage you to read and respond to each other's responses, and even to pose your own questions to the group.</p> <p style="text-align: center;"><i>See grading rubric on page 6.</i></p>	<p>1.3, 4.1 <b>KY:</b> 1.1, 1.2, 3.3</p>
<p><b>Article Critique</b> <i>(40 points)</i></p>	<p>You will complete a critique of a research article that we read together in class. The purpose of the critique is to help you learn how to think and write critically about individual pieces of research, which will help prepare you for the larger review paper that is due at the end of the semester. Your critique should include a coherent summary of the research article followed by a critical analysis of the theoretical framework and methodology used by the author; it should be no longer than 5 double-spaced, typed pages. You must follow APA style.</p> <p style="text-align: center;"><i>See grading rubric on page 7</i></p>	<p><b>IRA:</b> 1.1-1.3, 4.1 <b>KY:</b> 1.1, 1.2, 3.3</p>
<p><b>Literature Review</b> <i>(100 points)</i></p>	<p>This integrative project is designed to help you learn how to gather, review, critique, and synthesize research. You will study and examine a question, issue, or problem related to language and literacy development that is of interest to you. The course will be designed to assist you with this paper. I will collect your in-progress work at two points and provide you with feedback. As described below, these intermediate submissions will include: (1) the topic of your review, your research questions, and the rationale for why you are studying this topic, along with a reference list of the research you are reading and reviewing for the paper, and (2) a draft of one section of your review of literature. My reactions will be for feedback only, not for a grade at that point.</p> <p style="text-align: center;"><i>See grading rubric on page 9-11</i></p>	<p><b>IRA:</b> 1.1-1.3, 4.1, 6.2 <b>KY:</b> 1.1, 1.2, 3.3</p>
<p><b>Introduction &amp; Statement of Problem</b> <i>(10)</i></p>	<p>You will introduce the reader to your topic of study and your research question, issue, or problem (i.e., What do I need to know?). You need to convince your reader that the topic has educational significance and that there is a need for exploring the topic in detail (e.g., Why is this subject important? Why do I need to know this?).</p>	
<p><b>Theoretical/Conceptual Framework</b> <i>(5)</i></p>	<p>Here you will explain and describe, in detail, those theories that frame and are pertinent to your topic or issue. Your goal here is to provide the reader with the background that situates and links your topic to relevant theoretical perspectives.</p>	
<p><b>Review of Research Literature</b> <i>(60)</i></p>	<p>You will review and critique relevant research studies that have examined and explored your question, issue, or topic (and that most likely have attempted to elucidate some part of a theory explained in your theoretical framework). You must find relevant research, review it, critique it, and synthesize it in a manner that sheds new light on the topic. <b>You should review, critique, and</b></p>	

	<b>synthesize at least 10 pieces of research in this section.</b>	
<b>Implications for Reading Instruction (10)</b>	Provide an explanation of the practical implications of the research you reviewed. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of the research you reviewed?	
<b>Conclusions (10)</b>	Here you will summarize your work by discussing how the theoretical framework and your review of literature come together to shed <i>new</i> light on the problem, question of interest, or issue that you examined. In other words, what new insights are available from looking at all of the studies you reviewed that were not possible by reading each study on its own?	
<b>Reference List/ APA Style (6)</b>	You must present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style.	
<b>Attendance &amp; Participation (10 points)</b>	Your attendance and thoughtful participation are essential to this class! Please refer to the absence policy, above. You will earn points for attending each class (including being on time!). You will also earn participation points for participating in class discussions and peer/small group work.	

\* IRA = International Reading Association; KY = Kentucky Teacher Standards

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

## Course Schedule and Outline

<b>Date</b>	<b>Topics</b>	<b>Assignment Due</b>
<b>Session 1</b> F2F	<i>Course Overview</i>	
<b>Session 2</b> Online	<i>Oral language &amp; functions of language</i> Selecting a topic to review	Reading Response #1
<b>Session 3</b> F2F	<i>Phonological knowledge</i> Reading & interpreting research critically	
<b>Session 4</b> Online	<i>Word meaning/vocabulary</i> Structure of a literature review	Reading Response #2
<b>Session 5</b> Online	<i>Grammatical knowledge</i> Gathering research	<b>Article Critique</b>
<b>Session 6</b> F2F	<i>Sociocultural perspectives: Dialect &amp; difference</i> Screening research	
<b>Session 7</b> Online	<i>Emergent literacy</i> Writing a rationale	<b>Research question, rationale, &amp; reference list</b>
<b>Session 8</b> Online	<i>Literacy Development of ELs</i> Summarizing research	Reading Response #3
<b>Session 9</b> F2F	<i>Writing &amp; spelling development</i> Analyzing literature for patterns	
<b>Session 10</b> Online	<i>Advanced reading &amp; writing development</i> Analyzing literature for patterns, part 2	Reading Response #4
<b>Session 11</b> F2F	<i>Sociocultural perspectives: Lit. Practices</i> Synthesizing research	
<b>Session 12</b> Online	<i>Sociocultural perspectives: Genre knowledge</i> Identifying implications	Reading Response #5
<b>Session 13</b> F2F	<i>Motivation and language development</i> Using APA style/format	<b>Draft of one section of paper</b>
<b>Session 14</b> Online	TBD/Catch-up day	
<b>Session 15</b> F2F	<i>Wrap-up</i>	<b>Literature Review Paper (due via email)</b>

## Reading Responses

You will complete 5 written responses related to course readings. For each response, I will develop a set of written prompts or some other activity for you to complete; these will be given to you in advance of the due date. You will post your responses on our course's Blackboard site, and they will be graded. Additionally, I encourage you to read and respond to each other's responses, and even to pose your own questions to the group.

The point of these responses is to help prepare you for class by reflecting on, questioning, probing more deeply, and otherwise synthesizing what you have read. The format of each response may vary, depending on the nature of the prompts I develop, the nature of the readings you have been asked to do, and the nature of your own experiences. In your responses, therefore, I am NOT looking for a particular structure or format. Additionally, I will NOT be focusing on writing mechanics, such as spelling and grammar; however, if your writing contains so many errors that it is difficult to understand, this will be reflected in your content grade. I will be looking for evidence of critical thinking, reflectivity, and an ability to integrate information that you have read with your own experiences.

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Strong evidence of critical thinking</li> <li>• Strong evidence of relevant, insightful reflections</li> </ul> <p><i>3 points</i></p>	<ul style="list-style-type: none"> <li>• Some evidence of critical thinking</li> <li>• Some evidence of relevant, insightful reflections</li> </ul> <p><i>2 points</i></p>	<ul style="list-style-type: none"> <li>• Little or no evidence of critical thinking</li> <li>• Little or no evidence of relevant, insightful reflections</li> </ul> <p><i>0-1 point</i></p>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Clear connections are made to course readings, discussions, and related experiences</li> </ul> <p><i>2 point</i></p>	<ul style="list-style-type: none"> <li>• Connections are made to course readings, discussions, and related experiences</li> </ul> <p><i>1 point</i></p>	<ul style="list-style-type: none"> <li>• No connections are made to course readings, discussions, or related experiences</li> </ul> <p><i>0 points</i></p>
<b>TOTAL</b>	<b><i>5 points</i></b>	<b><i>3-4 points</i></b>	<b><i>0-2 points</i></b>



## Article Critique

For this assignment, you will critique a research article that we read together for class. Your critique should include a coherent summary of the research article followed by a critical analysis of the theoretical framework and methodology used by the author. The critique should be approximately 5 double-spaced, typed pages. Your grade will be based on (a) your selection of an appropriate research report, (b) your summary, (c) your critical analysis, and (d) your use of APA format and other stylistic considerations.

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Selection</b>	<ul style="list-style-type: none"> <li>• Research report selected is current (within last 10 years)</li> <li>• Research report is highly relevant to the field of family literacy</li> </ul> <p><i>3 points</i></p>	<ul style="list-style-type: none"> <li>• Research report selected is current (within last 10 years)</li> <li>• Research report is somewhat relevant to the field of family literacy</li> </ul> <p><i>2 points</i></p>	<ul style="list-style-type: none"> <li>• Research report selected is not current (more than 10 years old)</li> <li>• Research report is not relevant to the field of family literacy</li> </ul> <p><i>0-1 points</i></p>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• All aspects of the research study (review of literature, all parts of methodology, conclusions) are summarized clearly, coherently, and concisely</li> </ul> <p><i>9-10 points</i></p>	<ul style="list-style-type: none"> <li>• Most aspects of the research study are summarized clearly, coherently, and concisely OR all parts are summarized, but not coherently or concisely</li> </ul> <p><i>7-8 points</i></p>	<ul style="list-style-type: none"> <li>• More than 2 aspects of the research study are not summarized</li> <li>• Summary is not clear, coherent or concise</li> </ul> <p><i>Fewer than 7 points</i></p>
<b>Critique</b>	<ul style="list-style-type: none"> <li>• All aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</li> <li>• Analysis includes critical commentary and provides a rationale for why the criticism is problematic to the study</li> </ul> <p><i>9-10 points</i></p>	<ul style="list-style-type: none"> <li>• Most aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</li> <li>• Analysis includes some commentary and attempts a rationale for why the criticism is problematic to the study</li> </ul> <p><i>7-8 points</i></p>	<ul style="list-style-type: none"> <li>• Only 1-2 aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</li> <li>• Analysis includes no commentary, or commentary is inappropriate</li> </ul> <p><i>Fewer than 7 points</i></p>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• A complete list of all sources is included with the paper</li> <li>• APA format is used correctly throughout the paper</li> <li>• Paper is error-free or has at most 2 mechanical errors per page</li> </ul> <p><i>2 points</i></p>	<ul style="list-style-type: none"> <li>• A complete list of all sources is included with the paper</li> <li>• APA format is used correctly throughout the paper, at most 2 errors</li> <li>• Paper has at most 3-4 mechanical errors per page</li> </ul> <p><i>1 point</i></p>	<ul style="list-style-type: none"> <li>• List of all sources is not included with the paper or is missing</li> <li>• APA format is used incorrectly throughout the paper</li> <li>• Paper has at more than 4 mechanical errors per page; more errors result in more points lost</li> </ul> <p><i>0-1 point</i></p>
<b>TOTAL</b>	<b><i>23-25 points</i></b>	<b><i>18-22 points</i></b>	<b><i>&lt; 18 points</i></b>

## Literature Review

This assignment is designed to help you learn how to gather, review, critique, and synthesize research on a question, issue, or problem related to language and literacy development that is of interest to you. Your research question(s) may arise from the literature, from your own experience, or from your own values. Assignments in the course are designed to assist you with this paper. At two points I will collect your work and provide you with feedback. First, you will submit the topic of your review, your research questions, and the rationale for why you are studying this topic, along with a reference list of the research you are reading and reviewing for the paper. I will approve your references before you proceed with the review. Later, you will turn in a draft of one section of your review of literature; my reactions will be for feedback only, not for a grade at that point.

At the end of the course, you will turn in a completed review of the research literature on your topic. Your goal is to provide the most coherent presentation of your review of the research literature as possible. **This paper must be written using APA style.** I will look for the following key elements:

- a. *Introduction and Statement of Problem/Rationale:* Introduce the reader to your topic of study and your research question, issue, or problem (i.e., What do I need to know?) and convince your reader that the topic has educational significance and that there is a need for exploring the topic in detail (e.g., Why is this subject important? Why do I need to know this?). You also should cite relevant literature, research, or statistics that support the need for investigation.
- b. *Theoretical/Conceptual Framework:* Explain and describe, in detail, those theories that frame and are pertinent to your topic or issue. Provide the reader with the background that situates your topic within relevant theoretical perspectives.
- c. *Review of the Research Literature:* Review and critique relevant research studies that have examined and explored your question, issue, or topic (and that most likely have attempted to elucidate some part of a theory explained in your theoretical framework). Your goal here is to find relevant research, review it, critique it, and synthesize it in a manner that sheds new light on the question, issue, or topic. You should make connections and linkages between each of the studies in order to synthesize. This section is the “meat” of your paper. **You should review, critique, and synthesize at least 10 pieces of research in this section.** You should rely on literacy journals publishing high quality literacy research; we will discuss appropriate journals in class.
- d. *Implications for Reading Instruction:* Provide an explanation of the practical implications of the research you reviewed. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of the research you reviewed?
- e. *Summary and Conclusions:* Summarize your work by discussing how the theoretical framework and your review of literature come together to shed *new* light on the problem, question of interest, or issue that you examined. What new insights are available from looking at all of the studies you reviewed that were not possible by reading each study on its own?
- f. *Reference List and APA Style (10 points).* You will present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style. If you are unfamiliar with APA style, you should purchase the 6<sup>th</sup> Edition of the handbook of the American Psychological Association (APA) and use it as a guide. Your final paper should be typed, double-spaced in 11- or 12-point Times New Roman or Calibri font.

Name \_\_\_\_\_

## Scoring Sheet: Literature Review Assignment

1. *Introduction and Statement of Problem/Rationale (10 points):* \_\_\_\_\_
  - Well-defined and clearly articulated issue or problem.
  - Relevant literature is cited to support the need for studying the issue.
  
2. *Theoretical/Conceptual Framework (5 points):* \_\_\_\_\_
  - Theories that frame and are pertinent to your topic or issue are explained well.
  - Sufficient background is provided to situate and link your topic to relevant theoretical perspectives.
  
3. *Review of the Research Literature (60 points):* \_\_\_\_\_
  - Relevant historical *and* current research related to your topic has been reviewed, critiqued, and synthesized in a manner that sheds new light on the question, issue, or topic (at least 10 pieces of research).
  - Unique connections and linkages between each of the studies (or groups of studies) are readily apparent.
  
4. *Implications for Reading Instruction (10 points):* \_\_\_\_\_
  - An explanation of the practical implications of the research reviewed is provided.
  
5. *Summary and Conclusions (10 points):* \_\_\_\_\_
  - A summary of your work is provided that includes a discussion of how the theoretical framework and your review of literature come together to shed new light on the problem, question of interest, or issue that you examined.
  
6. *Reference List and APA Style (5 points):* \_\_\_\_\_
  - A list of all sources cited within your paper is provided.
  - This list, and the paper itself are in APA style.

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Introduction (10 points)</b>	<ul style="list-style-type: none"> <li>• Includes a well-defined and clearly articulated issue or problem.</li> <li>• Relevant literature is carefully selected to support the need for study.</li> </ul> <p style="text-align: center;"><i>9-10 points</i></p>	<ul style="list-style-type: none"> <li>• Defines an issue or problem.</li> <li>• Some relevant literature is cited to support the need for studying the issue.</li> </ul> <p style="text-align: center;"><i>7-8 points</i></p>	<ul style="list-style-type: none"> <li>• Problem/issue is poorly defined (or not defined).</li> <li>• No relevant literature is cited to support the need for studying the issue.</li> </ul> <p style="text-align: center;"><i>&lt; 7 points</i></p>
<b>Theoretical Framework (5 points)</b>	<ul style="list-style-type: none"> <li>• Theories that frame and are pertinent to the topic are explained well.</li> <li>• Background to situate and link the topic to relevant theoretical perspectives is</li> </ul>	<ul style="list-style-type: none"> <li>• Theories that frame and are pertinent to the topic are explained.</li> <li>• Sufficient background is provided to situate the topic within relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Theories that frame and are pertinent to the topic are partially explained, omitted or inappropriate.</li> <li>• No or insufficient background is provided</li> </ul>

	fully discussed. <i>5 points</i>	theoretical perspectives. <i>3-4 points</i>	to situate topic within relevant theoretical perspectives. <i>&lt; 3 points</i>
<b>Literature Review</b> (30 points + 30 points, below)	<ul style="list-style-type: none"> <li>Review includes all 10 pieces of research.</li> <li>Research studies reviewed are summarized clearly, coherently, and concisely so that readers get a clear understanding of each study.</li> </ul> <i>27-30 points</i>	<ul style="list-style-type: none"> <li>Review includes all 10 pieces of research.</li> <li>Research studies reviewed are summarized clearly and coherently, but may be either too brief or overly wordy or lengthy.</li> </ul> <i>21-26 points</i>	<ul style="list-style-type: none"> <li>Review does not include all 10 pieces of research.</li> <li>Research studies are not summarized, or are summarized in less than a sentence or two, or done poorly so the reader cannot understand what occurred in the studies.</li> </ul> <i>&lt; 21 points</i>
<i>Intertextual links</i> (10 points)	<ul style="list-style-type: none"> <li>The paper provides intertextual links between <i>all</i> research studies, and the links made are coherent and help one understand the topic better.</li> </ul> <i>9-10 points</i>	<ul style="list-style-type: none"> <li>The paper provides intertextual links between most research studies, and the links made are coherent and help one understand the topic better.</li> </ul> <i>7-8 points</i>	<ul style="list-style-type: none"> <li>The paper does not provide intertextual links between the research studies. The summaries stand alone in isolation from one another.</li> </ul> <i>&lt; 7 points</i>
<i>Critical Analysis</i> (10 points)	<ul style="list-style-type: none"> <li>Aspects of all research studies are critically analyzed, and the analysis is used to help link studies to one another.</li> </ul> <i>9-10 points</i>	<ul style="list-style-type: none"> <li>Aspects of most research studies are critically analyzed, and the analysis is used to help link studies to one another.</li> </ul> <i>7-8 points</i>	<ul style="list-style-type: none"> <li>No or few aspects of any of the research studies are critically analyzed. Analysis is not used to connect research studies together.</li> </ul> <i>&lt; 7 points</i>
<i>Synthesis</i> (10 points)	<ul style="list-style-type: none"> <li>All research studies are pulled together in a manner that sheds new light on the topic.</li> </ul> <i>9-10 points</i>	<ul style="list-style-type: none"> <li>Most of the research studies are pulled together in a manner that sheds new light on the topic.</li> </ul> <i>7-8 points</i>	<ul style="list-style-type: none"> <li>Research studies are not synthesized, or pulled together, at the end of this section.</li> </ul> <i>&lt; 7 points</i>
<b>Implications</b> (10 points)	<ul style="list-style-type: none"> <li>A thorough explanation of the practical implications of the research reviewed</li> <li>Implications are significant for the field.</li> </ul> <i>9-10 points</i>	<ul style="list-style-type: none"> <li>An explanation of the practical implications of the research reviewed</li> <li>Implications are acceptable for the field.</li> </ul> <i>7-8 points</i>	<ul style="list-style-type: none"> <li>Insufficient or no explanation of the practical implications of the research reviewed</li> <li>Implications are inappropriate.</li> </ul> <i>&lt; 7 points</i>

<b>Conclusion</b> <b>(10 points)</b>	<ul style="list-style-type: none"> <li>• Thorough discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.</li> </ul> <i>9-10 points</i>	<ul style="list-style-type: none"> <li>• Adequate discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.</li> </ul> <i>7-8 points</i>	<ul style="list-style-type: none"> <li>• No or poor discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.</li> </ul> <i>&lt; 7 points</i>
<b>References/  APA format</b> <b>(5 points)</b>	<ul style="list-style-type: none"> <li>• A complete list of all sources cited is provided.</li> <li>• This list, and the paper itself, are in APA style.</li> <li>• Paper is error-free or has at most 1 error per page (this includes spelling, grammar, and other mechanics)</li> </ul> <i>5 points</i>	<ul style="list-style-type: none"> <li>• A complete list of all sources cited is provided.</li> <li>• This list, and the paper itself, are in APA style.</li> <li>• Paper contains 2-4 errors per page (this includes spelling, grammar, and other mechanics)</li> </ul> <i>3-4 points</i>	<ul style="list-style-type: none"> <li>• List of sources is incomplete.</li> <li>• APA style is not used throughout paper.</li> <li>• Paper contains more than 4 errors per page (this includes spelling, grammar, and other mechanics)</li> </ul> <i>&lt; 3 points</i>
<b>TOTAL</b>	<b><i>93-100 points</i></b>	<b><i>80-92 points</i></b>	<b><i>&lt; 80 points</i></b>

**EDC 621 - LINGUISTIC & COGNITIVE  
FOUNDATIONS OF READING IN EARLY CHILDHOOD  
Summer 2003 (6/12/03 - 7/10/03)  
MTWRF 8:00 A.M. - 10:00 A.M. DH 323**

**Instructor:** Robert Gaskins  
**Office:** DH 319  
**Phone:** 257-7852  
**E-mail:** rgask01@pop.uky.edu  
**Office Hours:** By appointment

A. **Purpose:** In this course we will study the development of reading, writing, and language in early childhood. In particular, we will develop an understanding of: (1) how reading, writing, and language develop in early childhood, with careful attention to factors that influence linguistic development (addresses Kentucky Experienced Teacher Standard [ETS] #2); (2) how to observe reading, writing, and language development (addresses ETS #6, and 7); (3) how to design a developmentally appropriate language learning environment that includes instruction that will develop strategic, motivated, and independent readers and writers (addresses ETS #2-10).

B. **Required Texts:**

1. Cunningham, P. M. (2000). Phonics they use: Words for reading and writing (3rd ed.). New York: Longman.
2. Strickland, D. S., & Morrow, L. M. (Eds.). (2000). Beginning Reading and Writing. New York: Teachers College Press.
3. Course Packet at Johnny Print, 547 S. Limestone, 254-6139.

C. **Assignments:**

Course grades will be determined out of 100 points:

A = 90-100	D = 60-69
B = 80-89	E = below 60
C = 70-79	

The following are the course requirements that will determine your grade:

1. **Article Reviews** (20 points) - The purpose of this assignment is to provide you with an opportunity to develop your understanding of a literacy-related topic of your choice (ETS #2-5, and others depending on your project). This topic should correlate with your goals for professional development related to literacy (ETS #9). Your task will be to identify two articles related to your topic from professional journals (e.g., The Reading Teacher, The Journal of Adolescent and Adult Literacy, Language Arts, English Journal, Middle School Journal, Remedial and Special Education, Reading Research Quarterly, Journal of Literacy Research, Elementary School Journal) and write a brief overview of the content of each article, your reactions to each article (what did you like, dislike, and/or question, and why), and how you are considering applying the ideas in the article in your classroom.

While each of the articles will be related, you will hand in each article write-up separately as indicated on the course calendar. On the day that your write-up is due, you will also briefly share (about 3-5 minutes) your reactions to your article in a small group of students with similar professional goals and/or similar teaching situations (ETS 1 and 8). Each write-up **must** be typed. Also, in order to broaden your knowledge base, please do **not** write-up an article that we are reading for class. The articles you select should have been written in the last five years. Further guidelines for this assignment are found later in the syllabus.

2. **Inquiry-based Unit of Study** (80 points) - The purpose of this assignment is to provide you with an opportunity to integrate and apply the theoretical and practical knowledge you have gained in this class (ETS 1, 2, 3, 4, 5, 6, and 7). In this assignment you will think through and develop a thematic unit that is appropriate for your present class or the one you expect to have next year. You will work in small groups for the first part of the assignment and while you will coordinate the second part of the assignment so that it fits together, each person will complete the second part of the assignment independently. Note that the two parts of the assignment will be submitted at different times. Part 1 is worth 30 points and Part 2 is worth 50 points. Further guidelines for this assignment are found later in the syllabus.

3. **Active Involvement in Class Discussions and the Level of Understanding Demonstrated Beyond Written Assignments** - Discussion will comprise a large portion of our class time and the active exchange of perspectives on the issues that we are discussing is critical to enhancing everyone's understanding. Therefore, active involvement in class discussion and the **demonstration** of careful reflection on ideas resulting in connections to your existing knowledge structures and an expansion of your understanding of how to teach reading is expected. Key aspects of this requirement include:

- a. Being prepared for class. This includes not only having completed the assigned readings but having thoughtfully reflected on the issues in this reading and how they relate to other ideas we have discussed, your views of teaching and reading, your experiences as a student and teacher, your present teaching situation, and KERA. The degree to which you are prepared for class can be

demonstrated through your contributions during class discussions and your written reactions on the day's readings.

- b. Participation in class discussions that demonstrates thoughtful reflection on the issue in question. Thoughtful reflection can be demonstrated through the contribution of insightful comments, the summarization of key concepts, connections to other topics, the presentation of a compelling opposing viewpoint, asking questions that clarify issues or strive toward a more in-depth or complex understanding of an issue, or comments that enrich the discussion or elevate the group's understanding to a new level in general.
- c. Being attentive and receptive to the ideas of others. This can be demonstrated through attending respectfully to others while they speak, giving everyone a chance to share their ideas, and if you disagree with others, asking questions that get them to clarify the reasons supporting their views and discussing the similarities and differences between viewpoints in a constructive manner.

Again, active participation is expected. If you are not making meaningful contributions to discussions on a consistent basis, this will affect your grade up to one full letter grade.

- D. **Attendance, Punctuality, and Late Assignments** - Regular attendance and punctuality are expected. More than one unexcused absence will result in the lowering of your final grade. Late assignments will be penalized 10% of the total point value if submitted the day after the due date, and an additional 10% of the total point value of the assignment for each successive class period past the due date.
- E. **Cheating and Plagiarism** – Cheating and Plagiarism are serious offenses that lead to significant consequences. At the least, anyone found to be cheating or plagiarizing will receive an “E” in this course. Further, more serious consequences from the university could follow.



**EDC 621 – Tentative Course Calendar**  
**Summer 2003 – Gaskins**

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>READINGS</u></b>	<b><u>ASSIGNMENT</u></b>
R 6/12	Course Overview		
F 6/13	Learning Theory and an Emergent Literacy Perspective	Strickland & Morrow (2000), Chapter 1; Packet, pp. 1-4	
M 6/16	Creating Culturally Responsive and Literacy-Rich Environments – Part 1	Strickland & Morrow (2000), Chapter 2-3	
T 6/17	Inquiry-based Thematic Units	Packet, pp. 5-15, T1-T14	
W 6/18	Home-School Connections, Play, And Linguistic Diversity in the Emergent Literacy Classroom	Strickland & Morrow (2000), Chapters 4-6	
R 6/19	Creating Culturally Responsive and Literacy-Rich Environments – Part 2	Strickland & Morrow (2000), Chapters 7-8; Packet, pp. 16-31	Article Review #1
F 6/20	Building the Foundation: Print Concepts, Letter-Sound Knowledge, Phonemic Awareness, and More... - Part 1	Cunningham (2000), pp. 1-32	
M 6/23	Building the Foundation...Part 2	Cunningham (2000), pp. 32-53; Packet, pp. 32-41	
T 6/24	A Closer Look at Phonemic Awareness	Packet, pp. 42-74	Unit of Study – Part 1
W 6/25	Developing Writing and the Topic of Invented Spellings	Strickland & Morrow (2000), Chapter 9; Packet, pp. 75-88	
R 6/26	Learning High Frequency Words	Cunningham (2000), Chapter 2	
F 6/27	NO CLASS – Independent Work Day		
M 6/30	An Overview of Current Research And Practice in Phonics Instruction	Cunningham (2000), pp. 172-187; Strickland & Morrow (2000), Chapter 10	
T 7/1	Using Phonic and Spelling Patterns - Part 1	Cunningham (2000), pp. 87-107; Packet, pp. 89-104	Article Review #2
W 7/2	Using Phonic and Spelling Patterns - Part 2	Cunningham (2000), pp. 107-139	
R 7/3	Culturally Diverse Literature and Fostering Reading Comprehension	Strickland & Morrow (2000), Chapters 11-12; Packet, pp. 105-111	
F 7/4	NO CLASS		

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENT</u>
M 7/7	<b>Assessing &amp; Evaluating Emergent Literacy</b>	Strickland & Morrow (2000), Chapter 13; Packet, pp. 112-131	
T 7/8	<b>Technology and Early Literacy Development</b>	Strickland & Morrow (2000), Chapter 14	
W 7/9	<b>Helping Struggling Readers: Benchmark School; Wrap-up Discussions</b>	Packet, pp. 132-148	
R 7/10	<b>Submit Assignment before 12:00 p.m.</b>		<b>Unit of Study – Part 2</b>

**Guidelines for the Article Write-ups**  
**Gaskins**

**Cite the Article in APA Style:**

e.g., Wagstaff, J. M. (1997/98). Building practical knowledge of letter-sound correspondences: A beginner's Word Wall and beyond. The Reading Teacher, 51, 298-304.

**Write a Brief (Paragraph) Summary of the Content of the Article:**

- Identify the key topic(s) the article addresses.
- State the main ideas conveyed about the topic(s) addressed.

**React to the Article:**

- Clarify the specific ideas or aspects of the article (e.g., writer's style, examples) you found useful (and why), any aspects of the article you thought could have been modified to be more helpful (and why), any ideas you questioned (and why), or any ideas your that contradict with your experiences.

**Discuss Educational Implications:**

- Discuss the specific ways in which you could apply some of the ideas in this article in your classroom.

Each write-up should be between 1 and a half and 3 pages. The reaction and education implications sections are the two most important sections of the write-ups.

**Inquiry-based Unit of Study Guidelines**  
**Summer 2003 - Gaskins**

**PART 1:**

1. **Central Theme (Title of the Unit):**  
List the name of the unit, the grade level for which this unit is intended, and the length of time the unit will cover (somewhere between 3-6 weeks).
2. **Essential Questions:** List the 4-8 central questions, as well as related subquestions, that will guide student inquiry and form the foundation of your unit.
3. **Content Outline:** Provide an outline of the concepts you want students to learn (**as well as what you want them to learn about these concepts**) as a result of this thematic unit. This outline may be organized around the essential questions and subquestions that guide your unit, it may be related to the organizational structure you will use to sequence content coverage during the course of the unit, or it may be organized in some other logical format. The descriptions of the content you want the students to learn should be as brief as possible, **but specific and thorough, reflecting a knowledge of the complexity of the issues involved.**
4. **Calendar of the Entire Unit:** Provide an overview of how the unit will unfold. The most essential aspect of this calendar is to indicate the content that will be the focus on each day. The content should be addressed in logical sequence, so that subsequent lessons build on the knowledge gained in previous lessons and the whole unit builds toward the culminating activities.

**PART 2:**

**Week Overview:** Provide an overview of the activities that will occur during the course of **one** of the weeks of your unit. In this overview, you will include:

1. **Activity summaries** (one/day for the duration of your week of instruction) that will focus on developing some specific aspect of literacy while also relating to the content of the thematic unit. The summaries should include all of the components described below:
  - a. **State the grouping arrangement** for the activity. Clarify whether this activity is a whole-class, small-group, or individual activity. Whole group activities should be interspersed with student-generated inquiry projects, literature discussion groups, and individual conferences.
  - b. State the **purpose** of the activity. This purpose should involve (1) answering a question that leads to a richer understanding of some aspect of the content of the unit (remember, research suggests that inquiry that is meaningful to students is at the heart of instruction that motivates students) and/or (2) providing process instruction needed to successfully carry out inquiry. Thus, list each of the following that are appropriate for each activity:
    1. The **essential question** (or sub-question) being addressed;
    2. The **specific content** that is being addressed, and;
    3. The aspect of **process** or meaning-making strategy being **taught**/reviewed or applied in this activity.  
**NOTE:** Some emergent literacy activities may be more peripherally related to content with follow-up activities that address content in more depth. Or, literacy instruction may be embedded in a complex activity that involves many components
  - c. Provide a **brief description of the activity** itself. In this description, discuss **how** you are addressing the question/content and/or process in this activity. More specifically, discuss:
    1. The central **materials** you are using (e.g., a book, artifacts), and;
    2. How the materials will be used to increase their understanding of the content and/or process in question. This discussion should mention any specific instructional strategies used in the activity.
2. Brief descriptions of **other activities** that will be occurring each day during this week or across the whole unit of study. These other activities should include a variety of different types of activities (e.g., literature discussion groups with accompanying mini-lessons, inquiry-based group activities, individual or small group research projects, writing assignments, read alouds, vocabulary lessons, art activities, science experiments, guest speakers, field trips, centers, etc.). Have fun! Be creative!