READ 7263 NO1 Comprehensive Literacy Assessment and Interventions

Semester Hours 3

Semester/Year Spring, 2014

Time/Location Course Den 100% Online

Instructor Dr. Elaine Roberts

Office Location Education Annex, Room 240

Office Hours Tuesdays 9:30-11:00 A.M., 1:30-3:30 P.M., Thursdays 9:30 – 4:00PM

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Online Support CourseDen Home Page
https://westga.view.usg.edu

UWG Online Distance Ed Helpdesk:
distance@westga.edu / 678-839-6248
http://uwgonline.westga.edu

24Hr Online Support Center Helpdesk:
available 24 hrs a day/ 365 days a year!
http://help8.view.usg.edu
toll-free phone# option (1-866-588-5293)

Policies, Procedures, & Tips:
http://uwgonline.westga.edu/assetsUWGOnline/uwgonline/Policies_Procedures.pdf

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help/

UWG Distance Learning
http://distance.westga.edu/
COURSE DESCRIPTION

Introduction and implementation of formal and informal assessments to analyze P-Adult literacy strengths and needs to determine interventions for progress monitoring.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National Standards (IRA and ISTE) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advance preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The course features interactive technology and is 100% Online. It includes administration and implementation of formal and informal assessments to analyze P-Adult literacy strengths and needs to determine interventions for progress monitoring. The course addresses ALL students’ literacy needs (i.e., gifted, struggling readers, ELL) and the National Reading Panel dimensions of phonemic awareness, phonics, vocabulary, and comprehension.
Students will:

1. demonstrate familiarity in current theory and research based practices in the following types of literacy diagnosis;
   a. Physical and sensory
   b. Intellectual and cognitive
   c. Perceptual
   d. Social and emotional
   e. Academic
   f. Reading and writing skills; interests and attitudes; study strategies.
   (Reutzel, 2013; Reutzel & Cooter, 2010; Leslie & Caldwell, 2010; Roberts & Coffey, 2013)
   (Conceptual Framework Descriptors: Decisive, Knowledgeable, Proactive)
   (Standards: IRA 1, 3; ISTE/NETS 1)

2. demonstrate knowledge in literacy assessments and interventions.
   (Ekwall & Shanker, 1998; Jennings, Caldwell, & Lerner, 2006; Dorn & Sofos, 2012; Johns & Lenski, 2009; Leslie & Caldwell, 2010; Reutzel, 2013; Samuels & Farstrup, 2006; Roberts & Coffey, 2013)
   (Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Culturally Sensitive, Knowledgeable, Proactive)
   (Standards: IRA 2, 3; ISTE/NETS 1, 2)

3. analyze the causes of literacy strengths and needs of diverse learners.
   (Brown & Dewitz, 2013; Jennings, Caldwell, & Lerner, 2006; Leslie & Caldwell, 2010; Reutzel, 2013; Roberts & Coffey, 2013; Witt, Elliott, Daly, Gresham, Kramer, 1998)
   (Conceptual Framework Descriptors: Leading, Culturally Sensitive, Knowledgeable, Reflective)
   (Standards: IRA 3; ISTE/NETS 4, 5)

4. demonstrate competence in communicating the results of literacy assessments and interventions to clients, parents, and educators.
   (Gunning, 2009; Jennings, Caldwell, & Lerner, 2006; Leslie & Caldwell, 2010; Reutzel, 2013; Roberts & Coffey, 2013)
   (Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Adaptive, Reflective)
   (Standards: IRA 3, 5; ISTE/NETS 2, 3, 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Two Required Texts:

2nd required text: Select your appropriate grade level text from the two texts listed below:


**Supplemental Text (not required):**


**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at [http://westga.tk20.com/campus toolshighered/start.do](http://westga.tk20.com/campus toolshighered/start.do).

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email tk20@westga.edu.

**TK20 required assignments for this course are the case study report (LRCSR) and 5 tutoring lesson plans. If you are a Reading Masters Degree student you need to submit the required assignments to TK20 during the last week of this course (all programs require TK20 submissions).**

**Course References**


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
Assignments

Refer to the Weekly Learning Modules EACH WEEK and read the syllabus addendum with assignment details on the Course Den content page for detailed information about assignment.

1. Wimba Chat Groups and Discussion Board: There will be 4 Wimba chats when indicated in the CourseDen Weekly Learning Modules. Refer to course orientation located in Weekly Learning Module One on the Course Den content page for directions to determine group members and chat information. Meet in your group Wimba chat rooms on assigned weeks to discuss information explained in the Weekly Learning Module. One person from each group will lead the discussion and post group chat summaries on the Course Den Discussion Board. Each member of the group will take a turn to lead the group and write the group summary. After the chat each member of the class will also respond to one other group chat summary posted on the Discussion Board.

   Course objectives: 2, 4, 5
   Assessment: Holistic, Discussion Board Summaries

2. Chapter Responses:
   a. Qualitative Reading Inventory (QRI -5) text prompts: Some of the Weekly Learning Modules require you to answer the QRI prompts. The prompts are located on the content page of CourseDen.
   b. Chapter Responses for Reutzel text (PK-3 teachers) and for Roberts & Coffey text (Grades 4-12 teachers): Complete a thinking or concept map for each chapter of the Roberts & Coffey or Dorn & Soffos text when assigned in the Weekly Learning Modules on the CourseDen content page. Submit the chapter responses to the CourseDen assignment dropbox.

   Course Objectives: All objectives
   Assessment: Holistic

3. Literacy ROOTS Case Study Report (LRCSR), Related Lesson Plans, Mentoring and Tutoring:
   *Sidebar-If you are a grade 4-12 teacher, the LRCSR is also called the CLOUD and an example for upper grade students is found in Chapter 6 of the Roberts & Coffey text.
   a. Complete a literacy case study for a K-12th grade student experiencing reading/writing problems (i.e., gifted, struggling readers, ELL). The format, blank copies, and examples for the Literacy ROOTS Case Study Report (LRCSR) and five Tutoring Lesson Plans are found on the Course Den content page. It includes a balanced approach to assessment and teaching that address the dimensions of phonemic awareness, phonics, vocabulary, fluency and comprehension across the content areas. You can use the LRCSR format as it is or create a different electronic format with the same components.
   b. Tutoring and Mentoring - You will share your tutoring experiences with an undergraduate student who is also tutoring a student in the UWG Literacy Clinic. You will determine the format for five sessions where you will meet with the undergraduate for mentoring purposes (i.e. email, literacy clinic-not required, google hangout, phone, text, skype). You will turn in a reflection for each session (refer to the mentoring reflections on the CourseDen content page).

   Course objectives: All objectives
   Assessment: Rubric

4. Mid Point Conference: Half way through the course you will meet with the professor individually on campus, by phone or Wimba chat, to discuss mentoring and tutoring (when
scheduled in the Weekly Learning Modules). Please contact the professor at any time to discuss your case study as well as your university undergraduate tutoring situation at 770-485-0299.

Course objectives: 4  
Assessment: Holistic

5. Mid Point Exam, Final Reflection and related Class Cumulative Thinking Map:

**Midpoint and Final Exams:** The exam information is provided in the related Course Den Weekly Learning Modules.

**Class Cumulative Thinking Map and Final Exam Reflections** – Each group will discuss plans for completing a Group Cumulative Thinking Map (Example available on Course Den-content page).

**Directions:**
- Each member of the group will add their name, student first name only and grade level, age, instructional level, and complete 2-3 rows of a Group Cumulative Thinking Map about their case study. One member of the group will combine each member of the Groups Thinking Maps into one Group Cumulative Thinking Map. The Group Cumulative Thinking Map coordinator will email it to the professor for approval via Course Den email.
- When approved by the professor, the combined group thinking maps will be emailed by the professor to all class members as the Class Cumulative Thinking Map to review and reflect upon as a resource for literacy assessment and instruction.
- The Final Exam Reflection questions about the Class Cumulative Thinking Map and NRP dimensions are located in the final Weekly Learning Module. The exam includes a reflections section for the NRP dimensions of phonemic awareness, phonics, vocabulary, fluency, and comprehension integrated with writing and meaningful technology.

Course objectives: 5  
Assessment: Rubric

**Evaluation Procedures**
- QRI Prompts & Chapter Responses 150 pts.
- Literacy ROOTS Case Study Report (LRCSR) and 5 Tutoring Lesson Plans 250 pts.
- Mentoring 100 pts.
- Chat & Discussion Board Participation (4 chats@ 80 pts. plus discussion board 20 pts.) 100 pts.
- Group Thinking Maps 50 pts.
- Midpoint Reflections/Exam 100 pts.
- Final Reflections-Class Cumulative Thinking Map 100 pts.

**Total Points** 850 pts.

**Grading Policy**
A: 90 – 100%;  B: 80 – 89%;  C: 70 – 79%;  F: Below 70%.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another
act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Attendance:**
Absences from online events may be considered excused only in the case of personal or a professional emergency and only if approved by the instructor in advance or as soon as possible after the emergency.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Late Work:** All assignments are due on the assigned date. Late assignments will not be accepted without a valid excuse submitted to the professor via CourseDen/D2L email or phone 770 485 0299.

**Written Work Submissions:** A University of West Georgia graduate should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all work should be proofread for standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (6th) guidelines (not MLA). Written work must be completed in a typed, double-space format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. Assignments will be lowered by 50% if the aforementioned directions cannot be followed.

**Professional Conduct:** Professionalism is an essential quality for graduate students. It demonstrates respect for the instructor and colleagues, and promotes classroom interaction and learning. Professionalism includes:
- Participating and interacting in class activities;
- Collaborating and working equitably with colleagues;
- Turning in assignments on time;
- Treating colleagues and the instructor with respect.
Therefore, lack of professionalism will result in grade reduction.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University information. Use CourseDen/D2L drop box for assignments and CourseDen/D2L email for course communication.
unless indicated differently in the syllabus and CourseDen/D2L email. Assignments sent to eroberts@westga.edu will not be graded and a grade of zero will be recorded in the gradebook.

**Peer Reviewed Literacy Journals**

(Note: The Instructor and K-8 magazines are not considered peer-reviewed journals)

- The Reading Teacher
- TESOL Quarterly (ELL students)
- Reading Research Quarterly
- Journal of Educational Research
- Elementary School Journal
- Reading Horizons
- Journal of Adolescent and Adult Literacy
- Journal of Critical Literacy

**READ 7263 CLASS OUTLINE**

*Refer to the Weekly Learning Modules on the CourseDen Content page for assignment details and four Wimba Chats. Remember to check for weekly updates on CourseDen email and use CourseDen email during the course! If you need to talk with me please call 770 485 0299.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Outline</th>
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<tbody>
<tr>
<td>Weeks 1 – 16</td>
<td>Refer to Weekly Learning Modules on the Course Den Content Page for assignment due dates and Wimba chat dates. The syllabus addendum for assignments should be read the first week of class.</td>
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<tr>
<td>January 20</td>
<td>Observance of MLK Birthday</td>
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<td>Weeks of March 3 and March 10</td>
<td>Midpoint Reflections Due and Conference with Professor individually via phone (770-485-0299) or Wimba chat</td>
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<td>March 17-21</td>
<td>Spring Break</td>
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<td>April 23</td>
<td>Final Exam Due and Final Copy of the LRCSR</td>
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<td>April 25</td>
<td>Required TK20 submissions are due if you are pursuing a Reading Masters Degree only. The submissions are the LRCSR (case study report) and five related lesson plans-after you receive your final grade for them you submit them.</td>
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