

William Paterson University of New Jersey
College of Education
Department of Educational Leadership and Professional Studies
Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Applications, Dispositions

Winter 2012/2013
December 26, 2012 to January 14, 2013
Syllabus

ELRL 6050 – Advanced Inquiry into Literature for Children and Youth, 3 graduate credits

Pre-requisite: None

Format: Online via Blackboard (<http://bb.wpunj.edu>)

Course Description

An investigation of literary and content print and nonprint media. Considers questions related to materials, language sources, instructional systems and organizational arrangements appropriate for use in today's classrooms. Special attention is given to the preparation of teacher, parent and librarian guides to literature; adaptation of materials for children and youth; and analysis of recent research studies.

INSTRUCTIONAL GOALS & STUDENT LEARNING OUTCOMES

Course Objectives

The candidate will:

- A. Examine and evaluate different theories on literacy development to determine the relationship between literacy acquisition through critical awareness, reflective pedagogy, and determine how various instructional practices impact the diverse needs of students. More specifically, the exploration of how we can integrate children's and adolescent literature into the curriculum.
- B. Examine a range of essential issues as we consider the relationship between instructional standardization and student diversity to determine how instructional choices can influence students' literacy development through critical exploration of literature.
- C. Explore literacy standards to determine whose standards are being addressed, where they originate, and who determines those standards. We will explore how these factors influence children's literacy skills and practices in and out of school.
- D. Examine how literacy standards impact students with linguistic, cultural, and economic differences.
- E. Explore whether critical pedagogy helps improve teaching and create opportunities for learning, especially for linguistically and culturally diverse students.
- F. Explore the social, cultural, structural, and political contexts within which classroom literacy standards are nested and how we as educators negotiate the boundaries of such contexts to meet student needs.
- G. Identify strategies teachers, parents and librarians can use to facilitate students' interaction and exposure to a wide variety of literature.
- H. Demonstrate their understanding of current theories and research in literacy by identifying theoretical elements of critical literacy and its connection(s) to reflective pedagogy.
- I. Apply knowledge of critical literacy to critique elements of literature as it pertains to various social structures (e.g. culture, diversity, economics, politics).

Student Learning Outcomes

Candidates will:

- A. Prepare a textual analysis research paper that evaluates literature by examining its textual features, its alignment to Common Core State Standards (CCSS), and its purpose and connection to social awareness beyond the classroom. Then use insights from this research to develop a guide for parents, teachers, and librarians that will promote critical literacy.
- B. Demonstrate their knowledge of effective practices for literacy instruction by discussing and evaluating curriculum materials that can be used to support students' critical literacy development.

- C. Participate in literature circle/book club meetings to simulate authentic discussions about texts, and understand implications for critical literacy in today's classrooms, specifically how this framework addresses the CCSS and multidimensional literacy needs of students with diverse learning styles and backgrounds.

Disposition Outcomes

Candidates will:

1. Model ethical professional behavior, use multiple indicators to judge professional growth, and reflect to make informed decisions that will improve instruction and other services to children who have reading difficulties.
2. View colleagues as professional resources and value the importance of collaboration to provide high quality instruction to students with reading difficulties.
3. Pursue knowledge of literacy professional journals and participate in professional development activities, including conferences by professional literacy organizations and workshops.
4. Develop an understanding of her/his values and beliefs about reading/literacy, the human dimensions of change, education and schooling, teaching, and the qualities she/he needs to be an effective supervisor of reading programs by reading required texts and completing class activities.

NEEDS AND RESOURCES

Computer Technology

This is an online course. To successfully complete the course you will need access to the Internet, and multimedia software with audio-visual capabilities. The only technology issues that will be excused during the course are issues where there is limited or no access to the University's server. If these incidents occur there will be a system-wide notice so all network users are informed. The course requires that you are capability of the following technology-based activities.

1. Accessing the Internet
2. Downloading and viewing videos
3. Listening to audio files
4. Sending email
5. Retrieving email
6. Posting on the Blackboard discussion board
7. Accessing files through Blackboard

If you are in need of Blackboard training please contact the IRT department. <http://www.wpunj.edu/irt/>

Required Text(s):

No textbook is required for the course. The readings below can be accessed as PDFs through the Cheng Library's database: Academic Search Premier/ EBSCO. You are responsible for retrieving the readings. The link will take you to the library. Then you will need to log in to locate the reading through the library's database. Your log in procedure is the same as accessing student email. You are also required to read children's literature for this course, but you can self-select the books from the "Suggested Reading" list below. We will discuss how to better engage students in critical discussions about texts and how to create experiences where students can actively interact with texts in more meaningful ways (including through the use of technology and multimedia). To facilitate this, you will read children's literature and complete the response activities in the course. Through your own active participation you can develop a better understanding of some of the learning experiences you can create in your respective contexts with your students and colleagues. Your local library is a wonderful resource for accessing children's literature.

Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-372. doi: 10.1598/RT.64.5.9
<http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=58771199&site=ehost-live>

Bean, T., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy*, 46(8), 638 – 648.

- <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9539932&site=ehost-live>
- Clarke, L. W., & Whitney, E. (2009). Walking in their shoes: Using multiple-perspectives texts as a bridge to critical literacy. *Reading Teacher*, 62(6), 530-534. doi: 10.1598/RT.62.6.7.
- Drucker, M. J. (2003). What reading teachers should know about ESL learners. *Reading Teacher*, 57(1), 22-29. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10804072&site=ehost-live>
- Dyson, A., & Labbo, L. (2003). Popular literacies and the “All” children: Rethinking literacy development for contemporary childhoods. *Language Arts*, 81(2), 100-109. Retrieved from <http://www.lerc.educ.ubc.ca/lerc/students/556/LADyson2003.pdf>
- Gainer, J. S. (2010). Critical media literacy in middle school: Exploring the politics of representation. *Journal of Adolescent & Adult Literacy*, 53(5), 364-373. doi: 10.1598/JAAL.53.5.2 <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=47875747&site=ehost-live>
- Graves, M., & Philippot, R. (2002). High-interest, easy reading: An important resource for struggling readers. *Preventing School Failure*, 46(4), 179-182. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7213943&site=ehost-live>
- Kesler, T. (2010). Shared reading to build vocabulary and comprehension. *The Reading Teacher*, 64(4), 272-277. doi: 10.15.1598/RT.64.4.5. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=55853458&site=ehost-live>
- Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S. (2010). Teaching reading in the 21st century: A glimpse at how special education teachers promote reading comprehension. *Learning Disability Quarterly*, 33(2), 59-74. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51996713&site=ehost-live>
- Lapp, D. & Fisher, D. (2010). Critical literacy: Examining the juxtaposition of issue, author, and self. *Multicultural Perspectives*, 12(3), 156-160. doi: 1521-0960print/1532-7892. <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52889142&site=ehost-live>
- Lapp, D., Moss, B., & Rowsell, J. (2012). Envisioning new literacies through a lens of teaching and learning. *The Reading Teacher*, 65(6), 367-377. doi:10.1002/TRTR.01055
- Luna, C. (2003). (Re)Writing the discourses of schooling and of “learning disabilities”: The development of critical literacy in a student action group. *Reading & Writing Quarterly*, 19, 253-280. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=9930488&site=ehost-live>
You may have to request a copy from the library using the interlibrary loan form for articles. Then the library will send you a copy to your student email. <http://ezproxy.wpunj.edu:3021/library/resourcemgmt/interlibrary-loan.dot>
- Moje, E. (1999). From expression to dialogue: A study of social action literacy projects in an urban school setting. *The Urban Review*, 31(3), 305 – 330. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=11308884&site=ehost-live>
- Rogers, R. (2002). “That’s what you’re here for, you’re supposed to tell us”: Teaching and learning critical literacy. *Journal of Adolescent & Adult Literacy*, 45(8), 772-787. <http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=6629898&site=ehost-live>
- Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *The Reading Teacher*, 64(8), 620-625. doi: 10.1598/RT.64.8.8 <http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=60759867&site=ehost-live>

- Sullivan, P. (2002). "Reception Moments," Modern literacy theory, & the teaching of literature. *Journal of Adolescent & Adult Literacy*, 45(7), 568 – 577.
<http://ezproxy.wpunj.edu:2048/login?url=http://ezproxy.wpunj.edu:2376/login.aspx?direct=true&db=aph&AN=7194485&site=ehost-live>
- Walsh, C. S. (2009). The multi-modal redesign of school texts. *Journal of Research in Reading*, 32(1), 126-136. doi: 10.1111/j.1467-987.2008.01385x
<http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=36077549&site=ehost-live>

Suggested Reading

Book clubs/literature circles will be formed based on texts selected from the list below. Don't forget to utilize your local library.

Picture Books:

- The Wall by Eve Bunting
- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- The Korean Cinderella by Shirley Climo
- Arrow to the Sun a Pueblo Indian Tale by Gerald McDermott
- Through The Eyes of The Eagle by Georgia Perez
- Pink and Say by Patricia Polacco
- The Keeping Quilt by Patricia Polacco
- The Butterfly by Patricia Polacco
- Grandma's Records by Eric Velasquez
- Show Way by Jacqueline Woodson
- The Other Side by Jacqueline Woodson
- Coming On Home Soon by Jacqueline Woodson

Graphic Novels:

- Pyongyang: A Journey in North Korea by Guy Delise
- Malcolm X: A Graphic Biography by Andrew Helfer and Randy DuBurke
- Still I Rise: A Cartoon History of African Americans by R.O. Laird and I. Bey
- Persepolis: The Story of a Childhood by Marjane Satrapi
- Maus: A Survivor's Tale Volume 1: My Father Bleeds History by A Spiegelman
- Deogratias: A Tale of Rwanda by J. P. Stassen

Novels:

- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
- Before we Were Free by Julia Alvarez
- The Hunger Games by Suzanne Collins
- We Were Here by Matt de la Pena
- Drowned by Junot Diaz
- The Kite Runner by Khaled Hosseini
- Number the Stars by Lois Lowry
- My Brother's Keeper by Patricia McCormick
- Cut by Patricia McCormick
- Sold by Patricia McCormick
- When I was Puerto Rican by Esmeralda Santiago
- Stargirl by Jerry Spinelli
- The Uglies by Scott Westerfeld
- The Book Thief by Markus Zusak

Recommended Reading & Additional Resources

Adler, M., & Rougle, E. (2005). *Building literacy through classroom discussion: Research-based strategies for developing critical readers and thoughtful writers in middle school*. New York: Scholastic.

- Beach, R. (2007). *Teachingmedialiteracy.com: A web-linked guide to resources and activities*. New York: Teachers College Press.
- Beers, K. (2002). *When kids can't read what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.
- Boomer, R. (1995). *Time for meaning: Crafting literate lives in middle and high school*. Portsmouth, NH: Heinemann.
- Brooks-Young, S. (2007). *Digital-age literacy for teachers: Applying technology standards to everyday practice*. Washington, DC: International Society for Technology in Education.
- Brozo, W. G., & Puckett, K. (2008). *Supporting content area literacy with technology: meeting the needs of diverse learners*. Upper Saddle River, NJ: Allyn & Bacon.
- Bruce, Bertram. (2003). *Literacy in the information age: Inquiries into meaning making with new technologies*. Newark, DE: International Reading Association.
- Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Cambridge, UK: Blackwell Publishing.
- Cummins, J., Brown, K., & Sayers, D. (2006). *Literacy, technology, and diversity: Teaching for success in changing times*. Columbus, OH: Allyn & Bacon.
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers.
- Dozier, C., Johnston, P., & Rogers, R. (2006). *Critical literacy/critical teaching: Tools for preparing responsive teachers*. New York: Teachers College Press.
- Harvey, S. and Goudvis, A. (2000) *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.
- Hobbs, R. (2007). *Reading the media in high school: Media literacy in high school English*. New York: Teachers College Press.
- Lieberman, A., & Wood, D. (2003). *Inside the National Writing Project: Connecting network learning and classroom teaching*. New York: Teachers College Press.
- Lind, R.A. (2009). *Race/gender/media: Considering diversity across audiences, content, and producers* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.
- Macedo, D., & Steinberg, S. R. (2007). *Media literacy: A reader*. New York: Peter Lang Publishing.
- McLaughlin, M., & DeVoogd, G. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic.
- Menzes de Souza, L. M. T. (2007). (ed). *Critical literacy: Theories and practices*. Retrieved from <http://www.criticalliteracyjournal.org/cljournalissue1volume1.pdf>
- Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (2003). *Developing readers and writers in the content areas* (4th ed.). Boston: Allyn & Bacon.
- Moss, B., & Lapp, D. (2009). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms*. New York: The Guilford Press.
- Neito, S. (2005). *Why we teach*. New York: Teachers College Press
- Plaut, S. (2009). *The right to literacy in secondary schools: Creating a culture of thinking*. Newark, DE: International Reading Association.
- Potter, W. J. (2008). *Media literacy* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Qate, S.J., & McDermott, J. (2009). *Clock watchers: Six steps to motivating and engaging disengaged students across content areas*. Portsmouth, NH: Heinemann.
- Robb, L. (2000). *Teaching reading in middle school: A strategic approach to teaching reading that improves comprehension and thinking*. New York: Scholastic.
- Rog, L. J. (2003). Guided reading in the balanced literacy program. (pp. 8-15). In *Guided reading basics*. Ontario, Canada: Pembroke Publishers. Retrieved from <http://www.stenhouse.com/pdfs/0383ch01.pdf>.
- Silverblatt, A. (2007). *Media literacy*. Westport, CT: Greenwood Publishing.
- Taffe, S. W., & Gwinn, C. B. (2007). *Integrating literacy and technology: Effective practice for grades K-6*. New York: The Guilford Press.
- Temple, C. A., Ogle, D., Crawford, A. N., & Freppon, P. (2007). *All children read: Teaching for literacy in today's diverse classroom* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon.

- Vasquez, V. M. (2004). *Negotiating critical literacies with young children*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Willingham, D. T. (2008). Critical thinking: Why is it so hard to teach? *Arts Education Policy Review*, 109(4), 21-32.
- Wren, S. (2009). What does a balanced literacy approach mean? Retrieved from <http://www.sedl.org/reading/topics/balanced.html>
- Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools* (3rd ed.). Portsmouth, NH: Heinemann.

Websites

- American Library Association <http://www.ala.org/>
- Cross Cultural Developmental Education Services (n.d.) "Contemporary Developers of Critical Pedagogy" <http://crosscultured.com/documents/C%20&%20A%20file/Contemporary%20Developers%20of%20Critical%20Pedagogy.pdf>
- Graphic Organizers
- <http://www.enchantedlearning.com/graphicorganizers/>
 - <http://www.eduplace.com/graphicorganizer/>
 - <http://www.loc.gov/teachers/usingprimarysources/guides.html>
- Establishing Literature Circles Lesson Plan http://www.readwritethink.org/lessons/lesson_view.asp?id=19
- Literature Circles Defined http://www.saskschools.ca/curr_content/elemelasup/gradefive/lesson_act/mysterylessonplans.pdf
- Literature Circles Resource Center <http://www.litcircles.org/>
- Rethinking Schools <http://www.rethinkingschools.org/index.shtml>
- Teaching Tolerance (Pre-K to 12 classroom activities) <http://www.tolerance.org/>
- Teen Reads <http://www.teenreads.com/clubs/index.asp>
- The Freire Project <http://www.freireproject.org>
- Young Adult Library Services Association <http://www.ala.org/ala/mgrps/divs/yalsa/aboutyalsab/aboutyalsa.cfm>

CLASS PROCEDURES, ROUTINES, & REQUIREMENTS

General Procedures

1. Attendance and Active Participation

Attendance will be taken at every class "meeting." You are expected to "attend" all sessions. Your active participation is necessary for each session. Documentation for an absence does not excuse you from your academic obligation. If you are "absent" it is your responsibility to get an update from classmates. **Active participation** is defined as commenting during discussions, and providing feedback to peers. Active participation requires the periodic demonstration of leadership skills. In this role students lead the class in critical discussions about course readings, ask tough questions about conflicting perspectives, and make connections to real-world application of topics and theories discussed in class. If you are not participating in the discussions then you are not participating in the course. In other words you are not "attending" class. More information about online discussions can be found below, see #4 Online Learning.

2. Tasks: Assignments and Projects

Students are expected to complete all assigned reading, and be prepared to contribute to class discussions. It is expected that all work will be submitted on time. Assignments and projects should be done on time and with care. Papers receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. Poorly written and/or carelessly proofread papers are sometimes returned un-graded until spelling, punctuation, and/or mechanical errors are corrected. Unless otherwise informed by the instructor, all written work must be typed, using 12 inch Times New Roman font in black, 1 inch margins, and double-spaced.

3. Academic Integrity

University guidelines regarding plagiarism will be diligently followed, including the use of plagiarism detection websites if needed. All students are expected to familiarize themselves with the WPU academic policy on

plagiarism and academic integrity.

(http://ww2.wpunj.edu/StudentServices/policytemplate.cfm?plink=/policies/POLPROC/ACAD_INTEGRITY98.html)

4. Online Learning

This online course will use Blackboard (<http://bb.wpunj.edu/>) as the platform. In order to meet the 45-hour requirement for this graduate course, you will complete coursework just about every day over the next 3 weeks. Some of the tasks will be offline (reading articles, preparing written assignments, and reading children's literature) and other tasks will be online, namely participating in discussions, responding to peers' posts, reviewing videos and websites. **Each "day" of the course (see due dates listed in the Syllabus) will be from 7am - 12:00 midnight. You can post the work due for that "day" anytime between 7am and 12:00 midnight. All responses to peers should be completed by the next day (at midnight).**

The entire course is made available to you on the first day of the semester. If you decide to work ahead, your work should only be posted on the day it is due. This will keep the work and discussions "current." Readings, assignments, and discussions provide the opportunity for you to study and reflect on the topic. **The discussions via Discussion Board are an important element in an online course.** Discussions provide opportunities for you to communicate and interact with peers, share diverse perspectives, and reflect on your own beliefs about teaching and learning in K-12 contexts. For more information see the "Participation in Online Discussions" rubric which can be used for self-assessment to monitor the quality of your own participation and posts. Discussions will occur in whole group (all class members participate) or in small group (you are placed into specific groups to discuss topics). Unless otherwise stated in the discussion forum or updated on the Announcement page, you are expected to respond to at least two (2) other posts. Periodically you will also have assignments that ask you to create an activity and post it in the discussion forum to share with the class. When responding to a peer's initial post you can ask a series of follow up questions for that individual to consider, provide an example to support or refute assertions made in that person's post, or make a connection to ideas and insights gained from the posts. Connections can include examples observed in your own experience outside of the class.

You will be asked to submit some assignments directly to the instructor. You will receive feedback on these tasks either through comments written directly on your work, which is returned to you via Blackboard or on a rubric which is also sent to you via Blackboard. You can find information about submitting assignments and retrieving feedback from the instructor here: http://ww3.wpunj.edu/bb/ng/pdfs/assignment_students.pdf.

All class announcements will be posted on the Announcements page on Blackboard. You are responsible for all updates and announcements throughout the course. **All communications should be made through your WPU email address.** No responses will be made to personal email addresses.

5. Special Accommodations

If you have a disability of any kind and require an accommodation, please speak to the instructor privately as soon as possible.

Evaluation & Grading Procedures

It is the instructor's hope that each student will gain the maximum knowledge from the coursework. *In most borderline cases, active class participation (defined above) will be the deciding factor when determining final grade.* In sum, the instructor expects your best effort on all assignments and in your class participation. Detailed information on each course assessment identified below is provided on assignment sheets that can be accessed through Blackboard.

Course Assessments

Review the attached assignment sheets for detailed descriptions of each course assessment.

1. Text Analysis Paper (30%) - Due 1/5/13 at 12:00midnight
2. Multimedia Group Project (30%) - Due 1/14/13 at 12:00midnight
3. Participation in online discussion, Book Club/Literature Circles Meetings and Attendance (40%) - ongoing

TENTATIVE SCHEDULE

| Date | Topic/ Agenda | Assignments to Submit/Complete (What is due on this date?) |
|-------|---|--|
| 12/26 | Orientation Introduction to the Course | <p>Read/Review</p> <ul style="list-style-type: none"> • Review course expectations • Introduce yourself to the community of learners • Retrieve course readings • Download, print, and read the syllabus <p>Orientation to the Course</p> <ol style="list-style-type: none"> 1. Review the syllabus and the course page on Blackboard. Browse and click the different links on the page to familiarize yourself with the location of different resources (e.g. Assignments, Discussion Board). Acknowledge that you have oriented yourself to the Blackboard page, and the syllabus and course expectations by completing the survey posted on Blackboard. 2. Do a diagnostic review of your computer: <ol style="list-style-type: none"> a. Check to make sure that your computer has Adobe – you will need this to read many PDF articles. Adobe can be downloaded for free from the Internet. b. Check to make sure your computer has a media player – you will need this to watch video clips. c. Familiarize yourself with the help desk button on Blackboard – you can contact them if you have problems. d. Check to make sure you are able to save files as Word documents (97-2003) or Rich text file – all documents should be saved in one of these formats so everyone in the course can access them. <p>Discussion Prompt</p> <p>Introduce yourself by creating a new thread. Place your name in the subject line of the thread, your certification area, and an adjective to describe yourself. In your posting, reflect on a novel (text) you recall from your childhood or youth. Discuss why you recall that text (e.g. did you like it, not like it, changed your perception of life or yourself). Respond to at least 2 other posts.</p> |
| 12/27 | Critical Pedagogy; Critical Literacy | <p>Read/Review</p> <ul style="list-style-type: none"> • What is critical pedagogy? Video – Paulo Freire and Critical Pedagogy http://www.youtube.com/watch?v=wFOhVdQt27c • Video - Henry Giroux: Figures in Critical Pedagogy http://www.youtube.com/watch?v=UvCs6XkT3-o&feature=relmfu <p>Jigsaw Readings (read one text below as assigned):</p> <ul style="list-style-type: none"> • Clarke, L. W., & Whitney, E. (2009). • Dyson, A., & Labbo, L. (2003). <p>Discussion Prompt</p> <ol style="list-style-type: none"> 1. What might we see in a classroom fostering students’ critical literacy skills? 2. Describe the teacher’s and students’ roles in this classroom. <p>In your post, reference the specific course texts (e.g. PowerPoint presentation, readings, videos) as appropriate. Respond to at least 2 other classmates.</p> |
| 12/28 | New Literacies; Position Statements; Literacy Standards | <p>Read/Review</p> <ul style="list-style-type: none"> • Lapp, Moss, & Rowsell (2012). • Review the PowerPoint “Re-Defining Literacy” • Locate and review the literacy position statement for the age group you teach from one of the following organizations: International Reading |

| | | |
|-------|---|--|
| | | <p>Association (IRA), National Council of Teachers of English (NCTE), National Association for the Education of Young Children (NAEYC)</p> <ul style="list-style-type: none"> Review Common Core State Standards (CCSS) for literature and informational texts across grades http://www.corestandards.org/the-standards <p>Discussion Prompt Refer back to the classroom you described/characterized in the previous post. How would the practices in the classroom meet CCSS? In your post, reference specific course texts (e.g. PowerPoint presentation, readings, videos, position statements) as appropriate. Respond to at least 2 other classmates.</p> |
| 12/29 | Models for Literary Analysis; Close Reading | <p>Read/Review</p> <ul style="list-style-type: none"> Lapp & Fisher (2010). Sullivan (2002). Siegel, K. (n.d.). “Introduction to Modern Literary Theory” http://www.kristisiegel.com/theory.htm Video: Douglas Fisher: Close Reading and the CCSS Part 1: http://www.youtube.com/watch?v=5w9v6-zUg3Y&feature=related Part 2: http://www.youtube.com/watch?v=JhGI5zdjpvC&feature=relmfu Video: “Close Reading for Understanding” click VOD http://www.learner.org/workshops/teachreading35/classrooms/cv7.html <p>Additional Resources (optional)</p> <ul style="list-style-type: none"> Empire State College (2012). “While You Read: Strategies for Close Reading” http://www.esc.edu/online-writing-center/resources/critical-reading-writing/general-reading/strategies-for-close-reading/ Reading Interest and Attitude Surveys “Adolescent Motivation to Read Profile Reading Survey” (Figure 1, on pp. 381-382) instructions for administering the survey to students are on p. 387 (Figure 3) obtained from Pitcher et al (2007) http://ezproxy.wpunj.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=23913236&site=ehost-live “Reading Attitude Survey” obtained from ReadWriteThink http://www.readwritethink.org/lesson_images/lesson110/attitude.pdf, “Adult Survey of Reading Attitudes” obtained from http://www.cedu.niu.edu/~smith/ASRA.pdf <p>Discussion Prompt In what ways can “close reading” of texts help students develop a critical lens? Identify specific tips for students and the kinds of text-based activities and the experiences outside the texts that can foster deeper transactions with text. Respond to at least 2 posts.</p> |
| 12/31 | Discussing Texts; Accountable Talk; Teacher Questioning | <p>Read/Review</p> <ul style="list-style-type: none"> Luna, C. (2003). Rogers, R. (2002). Review PowerPoint – “Literature Circles and Book Clubs” Review PowerPoint “Accountable Talk” Video #1: “Cognitive Apprenticeship” http://www.learner.org/courses/learningclassroom/session_overviews/cog_app_home8.html Video #2: Literature Circles Discussion (grade 4) http://www.youtube.com/watch?v=w1JJhP3frUQ <p>Additional Resources (optional)</p> <ul style="list-style-type: none"> Literature Circles Resources |

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| | | <p>http://www.litcircles.org/ http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html</p> <p>Discussion Prompt Complete the video analysis (format attached). Refer to the videos as Video # 1 and Video #2 in your video analysis chart. Complete the chart and post it as an attachment in the designated area on Blackboard.</p> |
| 1/2 | Exploring Texts in Print and Non-print | <p>Read/Review</p> <ul style="list-style-type: none"> • Akhondi, M., Malayeri, F. A., & Samad, A. A. (2011). • Review the PowerPoint “Examining Text” • Review Text Structure Handout • Walsh, C. S. (2009). <p>Discussion Prompt 3-2-1 is a strategy teachers can use to quickly assess students’ understanding of a topic or concept. This technique can be used at the beginning of the period as part of a Do Now as a formative assessment to find out what students already know about a topic before you teach it (or as a way for students to connect to a previous lesson); or at the end of the period to see what students learned about the topic before they leave class (as an exit slip). For this discussion, you will use 3-2-1 in the following way:</p> <ul style="list-style-type: none"> • Three (3) new insights you have gained from the reading, CCSS, and resources for critically examine print and nonprint texts. • Two (2) ways classroom teachers can further support students' critical literacy development using the techniques you noted. • Identify One (1) way that text selection can influence (positive or negative) the level of engagement and critical discussion of the text. |
| 1/3 | Digital Texts; Media Literacy; Technological Tools | <p>Read/Review</p> <ul style="list-style-type: none"> • Gainer, J. S. (2010). • Review the PowerPoint “Media Literacy” • “Teaching Media Literacy” http://www.medialit.org/how-teach-media-literacy • Video: Teaching Media Literacy http://www.edutopia.org/media-literacy-skills-video <p>Discussion Prompt Identify three new insights gained from your review of the websites; two benefits of using technology or non-print texts to support students’ critical literacy development (not so much when reading but with non-print text and with classroom discussions about text); one activity you can develop and use or have already used in your classroom to support students’ literacy development using popular culture or media.</p> |
| 1/4 | Text Selection | <p>Read/Review</p> <ul style="list-style-type: none"> • Graves, M., & Philippot, R. (2002). • Association for Library Service to Children (ALA) Book and Media Awards http://www.ala.org/alsc/awardsgrants/bookmedia • Young Adult Library Services Association (YALSA) Book Awards and Booklists http://www.ala.org/yalsa/booklistsawards/booklistsbook • Selecting Books National Education Association (NEA) – “Tips for Choosing Books for Kids” http://www.nea.org/grants/13627.htm Reading Rockets – “Choosing and Using Kids Books” http://www.readingrockets.org/books/aboutkids/ <p>Additional Resources (optional)</p> |

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| | | <ul style="list-style-type: none"> • Choosing the Right Book http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html • Selecting Texts that Promote Critical Literacy (building students' understanding of themes) http://www.learnnc.org/lp/pages/635 • Selecting Multicultural Literature http://www.4children.org/issues/1997/september_october/beyond_good_intentions_selecting_multicultural_literature/ http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books http://www.adl.org/education/miller/pta_children.asp <p>Discussion Prompt Use information from the course resources to create and post a tip sheet for selecting and using literature in the classroom. You can focus on one grade level, and subject area but the audience must be parents, teachers, and librarians. Example: "Choosing Good Books" http://www.rif.org/documents/us/choosing_books.pdf Post your project and all accompanying materials using a new thread. Use 2+2 feedback (2 commendations and 2 recommendations) to respond to 2 other postings. Everyone must provide 2+2 feedback to at least 2 projects (not your own).</p> |
| 1/5 | Text Analysis Paper Due 12:00 midnight | |
| 1/7 | Integrating Literature | <p>Read/Review</p> <ul style="list-style-type: none"> • Review the PowerPoint "Literature in Content Classrooms" • Review the PowerPoint "Balanced Literacy Classrooms" <p>To provide you with more insights into the instructional strategies teachers can use to support adolescents' literacy development, you will participate in an online workshop. You DO NOT have to pay to register for the workshop. Each workshop has an overview, examples of authors and texts that can be used, examples of teaching strategies and student work, etc. Videos have the VOD symbol. Select 1 workshop to complete. You can find a list of the workshops and a description of each at http://www.learner.org/channel/chnnl_workshops.html. Use the following steps at the top of the page to locate a video/workshop: <u>Browse Teacher Resources: [select Literature & Language Arts]</u> <u>Grade Level: [select grade level of interest to you]</u></p> <p>Discussion Prompt After viewing the video you selected, reflect on the type respond to the following questions.</p> <ol style="list-style-type: none"> 1. What <u>specific</u> literacy practices (behaviors) are evident in the classrooms? 2. Do you see evidence of the learning and literacy theories introduced in this course, being enacted in these classrooms? When you are identifying examples in your post, please reference the workshop you reviewed and make connections to the course reading thus far. Explain how the teacher is using literature to make content connections and facilitate discussion. 3. What do you think are the advantages and limitations/challenges with using these kinds of texts? |
| 1/8 | Addressing the Reading Needs of Diverse Learners | <p>Read/Review</p> <ul style="list-style-type: none"> • Drucker, M. J. (2003). • Kesler, T. (2010). • Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S. (2010). <p>Discussion Prompt</p> |

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| | | In today's classrooms we encounter a wide range of students with different cultural and academic backgrounds. Several strategies were identified in the readings for supporting the literacy development of the diverse students including ESL, and struggling readers. Identify 2 strategies and how they can be implemented in the classroom (either by the classroom teacher or in collaboration with parents and/or the librarian). |
| 1/9 | Advocacy; Working with All Stakeholders; Teaching for Social Justice and Tolerance | <p>Read/Review</p> <ul style="list-style-type: none"> • Bean, T., & Moni, K. (2003). • Moje, E. (1999). <p>Discussion Prompt</p> <ol style="list-style-type: none"> 1. Review the following websites: http://www.rethinkingschools.org/; http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance 2. Review the Advocacy document posted under Assignments ("Lectures"). Then use insights from the course readings to develop your own handout (blank copy posted under Assignments). 3. Start a new thread for this post. Post/attach and share your handout as a WORD document with the class. <u>In your post</u> identify strategies for teaching for social justice gleaned from the websites previewed and discuss methods for using literature to engage parents and librarians in the discussion (refer to specific activities and recommendations in the course readings). |
| 1/10 | Literature Circle/ Book Club meeting #1 | <p>Read/Review</p> <ul style="list-style-type: none"> • Review PowerPoint "Book Club Meeting #1" • Meet with your Literature Circle/Book Club |
| 1/11 | Literature Circle/ Book Club meeting #2 | <p>Read/Review</p> <ul style="list-style-type: none"> • Review PowerPoint – "Book Club Meeting # 2 –Picture Books and Graphic Novels" |
| 1/12 | Literature Circle/ Book Club meeting #3 | <p>Read/Review</p> <ul style="list-style-type: none"> • Novels |
| 1/14 | Multimedia Group Project due 12:00 midnight End of Online Course | Designate one person from the group to post your group projects for the class. |

Video Analysis Format

Instructions: Watch the assigned video. Complete the chart below based on the information requested for each focus area. You can delete the description in the second column of the chart and insert your text in response to the prompts in that column.

| Focus of Observation/ Perspective (Lens) | What to Look For in the Video / Reflective Questions |
|---|--|
| Using Questioning and Discussion Techniques | Describe the quality/level of questions, discussion techniques, and student participation. Identify examples if they are evident. What do you think are the strengths and weaknesses in the lesson? Based on the insights you have gained from the course readings/resources what other kinds of strategies could the teacher have used to support students' literacy development? |
| Engaging Students in Literacy & Learning | Describe how literacy is being taught and connect with content to share information about the subject to students (reading, writing, listening, speaking, technology, etc.), activities and assignments, students are grouped, instructional materials and resources, etc. Identify examples if they are evident. What do you think are the strengths and weaknesses in the lesson? Based on the insights you have gained from the course readings/resources what other kinds of strategies could the teacher have used to support students' literacy development? |
| Assessing Literacy & Learning | How is the teacher checking for understanding? How is the teacher determining what students' know and don't know? What other kinds of assessment strategies could the teacher incorporate into this classroom to ensure CCSS are met? |
| Critical Literacy | How is the teacher fostering global citizenship and building community in the classroom? How does the teacher use texts to foster discussion of social issues beyond the classroom? How can parents, librarians, and other stakeholders be included? What do you think are the strengths and weaknesses in the lesson? Based on the insights you have gained from the course readings/resources what other kinds of strategies could the teacher have used to support students' literacy development? |

Text Analysis Paper
30% of final grade
Assignment Sheet

Rationale

This course assessment will provide you with the opportunity to take a closer look at literature, you will consider the writing techniques and strategies used by published authors and the criteria for selecting texts to help students meet CCSS. Your analysis will look at the various themes and issues explored in the course - social and political issues, multicultural perspectives, critical literacy, and connections between and among texts - to further increase your understanding of how literature can be used to foster students' critical thinking. You will also draw on recommendations from Standard 10 of CCSS as well as the other literacy standards. This kind of close analysis of texts also helps you move interaction with text beyond traditional text elements such as character, setting, and plot.

Description

You will research one literary lens through which readers can examine text (see list <http://www.kristisiegel.com/theory.htm>). Select 3 literature books for children or adolescents. After reading the texts, evaluate them through the lens you researched. Write a 5-10 page paper presenting an overview of the literary theory, your interpretation of the text through that lens, the themes that emerged in the text, and the implications of this in today's classroom. Prepare a 1page handout/brochure to share with parents, librarians, and teachers, which explains how they can use this literary analysis lens and the texts you read to promote critical literacy and help students meet CCSS.

Procedural Steps

1. Review the literary lenses through which readers can examine text (see list <http://www.kristisiegel.com/theory.htm>).
2. Select one of the lenses to research further. Find at least 2 additional sources to learn about the literary lens you selected.
3. Review the CCSS for literacy. Pay particular attention to Standard 10.
4. Identify, select, and then read 3 literature books for children and/or youth (picture book, graphic novel, young adult novel, biography, etc.). Utilize the ALA book lists to identify texts of interest to you. <http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm>; <http://www.ala.org/ala/mgrps/divs/alsc/compubs/booklists/index.cfm>. Don't forget to utilize your local library to find the books.
5. After reading the texts, evaluate/analyze them through the lens you researched (# 1 above) and within the context of CCSS.
6. Write a paper (5-10 pages) that includes:
 - a. an overview/summary of the literary theory; provide a summary of the theory that identifies the key elements of the selected perspective that readers should use to evaluate text;
 - b. your interpretation of the 3 literature books you've analyzed through that lens, including the themes that emerged in the text;
 - c. your conclusions/implications of using this literary theory and texts to help students meet CCSS;
 - d. an appendix (not included in page count) of suggestions for teachers, parents, and librarians.
 - e. APA format for in-text citations and references

Additional Resources for Text Analysis Paper

http://www.faculty.de.gcsu.edu/~mmagouli/literary_analysis.htm

Text Analysis Paper Rubric

| CATEGORY | TARGET (4 pts) | ACCEPTABLE (3 pts) | APPROACHING CRITERIA (2 pts) | UNACCEPTABLE (0 pts) |
|---------------|---|---|--|---|
| Text Analysis | Effectively organizes assertions and analysis around central ideas presented in the text(s); uses convincing evidence from the text & other sources to support the analysis; analyzes rather than summarizes | Attempts to organize assertions and analysis; uses relevant evidence from the text and other sources to support the analysis | More emphasis on summarizing than analyzing the text(s); some evidence drawn from the text and other sources to support assertions | Summarizes or uses faulty analysis; evidence from the text or other sources are lacking |
| Discussion | Presents a persuasive argument to support assertions about the text(s); demonstrates sophisticated understanding of complex literary critique; information clearly relates to the main topic; includes several appropriate supporting details and/or examples | Has a central idea presented in the text(s); presents a persuasive argument to support assertions about the text(s); demonstrates understanding of a variety of literary critique; information clearly relates to the main topic; provides 1-2 appropriate supporting details and/or examples | Has central, controlling idea; uses relevant evidence throughout the essay; some attempt to support assertions about the text(s); demonstrates understanding of basic literary critique; information clearly relates to the main topic; claims made but no details and/or examples are given or they are inappropriate | Lacks controlling idea; little or no evidence used; little or no persuasive argument presented about the text(s); demonstrates little understanding of literary critique; information has little or nothing to do with the main topic |
| Organization | Information is very organized with well-constructed paragraphs and subheadings; develops essay coherently | Information is organized with well-constructed paragraphs | Information is organized, but paragraphs are not well-constructed | The information appears to be disorganized and/or errors impeded comprehension |
| Connections | Makes insightful connections between two or more texts, literary theory, course readings, CCSS, and other factors such as historical setting, genre, contemporary concerns | Makes appropriate connections between two or more texts, literary theory, course readings, CCSS, and other factors such as historical setting, genre, contemporary concerns | Makes appropriate connections between two or more literary works; attempts to connect to CCSS; raises some connections to other factors such as historical setting, genre, contemporary concerns | Makes inappropriate and/or no connections between the texts; No connection to course readings, CCSS, or other factors such as historical setting, genre, contemporary concerns |
| APA | APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, | APA format (cover page, abstract, sub-sections, page #s, reference page, running head, | Less than 3 errors in APA format (cover page, abstract, sub-sections, page #s, reference page, | More than 3 errors in APA format; many errors when citing within the text |

| | | | | |
|--|---|---|---|--|
| | font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text | header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text | running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text | |
|--|---|---|---|--|

Rubric created in part using <http://rubistar.4teachers.org/index.php> & <http://www.humanitiesprep.org/?q=english>

Grading Scale:

A=20; A-=19; B+=18; B=17; B-=16; C+=15; C=14 (revise and submit)

Comments:

Multimedia Group Project
30% of final grade
Assignment Sheet

Description

For this assignment you will participate in online literature circles/book clubs. The outcome from the literature circle/book club discussions will be a multimedia project/product. You will be evaluated separately for your individual participation in the collaborative multimedia group project. You can create a PowerPoint, game, a movie production. These are just a few examples. You can seek the instructor's permission if you'd like to create a different multimedia product. Regardless of the format your group selects, you must focus on ONE (1) of the areas listed below for the literature circle multimedia presentation (show different interpretations/perspectives of the text, intertextuality, etc.).

You can select any book from the list (see Suggested Reading in the syllabus) to read but you must select 1 book from **each** section of the list (picture book, graphic novel, novel). **Everyone is required to read a picture book or graphic novel for meeting #2.**

The books have been strategically selected for the course so they lend themselves to the discussions and can be paired with just about any text on the list. Also the activities will serve as a common thread throughout the discussions. Remember in this course we are looking closely at the texts themselves along with the activities you are asked to complete to enhance comprehension and simultaneously examine how these texts can be used to promote critical awareness and build students' background knowledge. As you read the texts and participate in the discussions, consider how the texts can be used for these purposes in your classroom.

Read as much of the text as possible so you can complete the different activities. These experiences were developed to provide you with simulated learning experiences that you might want to use with your own students. By completing the activities yourself you can discuss the benefits and limitations to engage students, support reading comprehension, and promote students' critical response to text. You can find the activities on Blackboard-Examples/Resources, and then go to Literature Circle Meetings and Multimedia Presentation. Select one of the activities posted and prepare a response to your book. Post your completed response task on your group's discussion page and use it to facilitate a discussion about the text(s). Use these activities to plan for each meeting. Complete 1 of these activities and post it for your group members. Complete a different activity for each meeting. That means you will complete 3 different activities because there will be 3 meetings. Complete one of the activities to develop a better understanding of how the activities might help to scaffold students' comprehension. Below are the specific discussion topics for your group meetings. You are of course not limited to these discussion topics. Use the **Discussion Board** on your Group page for your discussion.

Literature Circle/Book Club Meetings

Meeting #1 - Graphic Novels

Discussion focus for this meeting is comprehension. How can the graphic novels be used to support students' comprehension? In what ways can the text be used to build background knowledge? What content areas can be addressed with the content in the book? Have a discussion with your group mates about the text itself and how you interacted with it as a "reader" and "learner" while completing the response activity and then as a teacher talk about how you might use the text as well as the activities shared during the discussion.

Meeting #2 - Picture Books

Discussion focus for this meeting is picture books. Have a discussion about your thoughts on using picture books in the classroom. Have you used them before? In what ways? Share the **literary devices activity** you completed. Consider the use of picture books, particularly in the upper grades. What might be the uses and benefits of picture books across grade levels and content areas? Have a discussion with your group mates about the text itself and how you interacted with it as a "reader" and "learner" while completing the response activity (literary devices) and then as a teacher talk about how you might use the text as well as the activities shared during the discussion

Meeting # 3 - Novels

Complete an activity **different** from the one you completed for meeting #1 and meeting #2. Post your completed response task on your group's discussion page and use it to facilitate a discussion about the text(s). Discussion focus for this meeting is to share the activity you completed in response to the novel. Begin to develop a multi-media response to the novel (this is your group project). You can create a project to respond to the text discussed for this meeting. You can also connect to any of the other texts previously discussed in your groups, but you must select a novel as the core text. By this point you've all read and discussed a few different texts. Brainstorm with your team and come to consensus about which text to use for the multimedia project.

Multimedia Group Project

Upon completion of the meetings, the group will collaborate to prepare and present to the class a project about **one** of the following. Information previously gleaned from the PowerPoint presentations made available (particularly on Examining Texts, Critical Literacy) and the course readings will be helpful. Develop a rubric or checklist aligned to CCSS that can be used to assess your project. Do not construct the rubric first. Create the project first and then create the rubric when you are done. Your options for connecting the texts include:

1. Intertextuality – common themes across the books
 - a. Issues and themes that emerged across all of the books read by the group.
2. Critique the text and/or the authors' purpose – how **content (information)** is being presented in the books. Consider the content of the different texts and use text and images (print and non print) to communicate the authors' messages in the books.
3. Examine literary elements, techniques, and devices used in the texts and present a visual interpretation of the devices used by the authors in the various books read by the group.
4. Present 2 different interpretations/perspectives of one event or issue in the different books.

Criteria for Successful Completion

1. Focus on **one** of the areas noted above (1, 2, 3, 4)
2. Include technology (e.g. I-Movie, PowerPoint, video).
3. Use creative strategies to combine print and non print text (e.g. art, visual images, text written by you or others)
4. Develop a rubric or checklist to evaluate your project.
5. Use your imagination and be creative!

Possible Projects (not limited to...)

1. Create a television commercial for the book(s).
2. A videotaped dramatization of a scene in the book(s).
3. TV critic's review of the books.
4. A trivia game based on the book(s).

Resources

Photostory 3:

free download <http://microsoft-photo-story.en.softonic.com/> and

instructions: <http://www.jakesonline.org/photostory3.pdf>.

Windows movie maker is another option – it comes installed on Microsoft Word but here's the download just in case <http://windows-movie-maker.en.softonic.com/>.

Check "External Links" on Blackboard for additional resources

Multimedia Group Project Rubric

| Criteria | Descriptor | Target (4 pts) | Approaching Target (3 pts) | Acceptable (2 pts) | Unacceptable (0 pts) |
|--------------|--|-------------------|-------------------------------|-----------------------|-------------------------|
| Content | Presents a comprehensive overview of one or more features inherent in the book (structure, content, hidden messages, etc.) | | | | |
| | Integrates multiple visual and textual elements | | | | |
| | Shows how literature can be used effectively to foster critical thinking and critical literacy | | | | |
| | Identifies social, political, and/or economic issues inferred from the book | | | | |
| | Captures how the book addresses diversity and/or diverse perspectives | | | | |
| | Uses appropriate materials to effectively explore literary elements and/or foster critical literacy | | | | |
| Presentation | Well organized and focused | | | | |
| | Creative and appropriate use of multimedia | | | | |
| | Creative and appropriate use of visuals (including text and graphics) | | | | |
| | Presentation engages the audience/viewer and develops understanding/ comprehension of the text | | | | |
| Assessment | Rubric or checklist is appropriately aligned to CCSS | | | | |
| | Rubric or checklist is an appropriate tool to evaluate the project | | | | |
| | Rubric or checklist is comprehensive and addresses various aspects such as process, product, form, and content | | | | |

Grading Scale

A=52-51

A-=50-49

B+=48-47

B=46-45

B-=44-43

C+=42-41

C=40-39

Comments:

Participating in Online Discussions

Throughout the course you should use this rubric to self-assess and monitor your discussion posts/participation. The instructor will use this rubric to determine the level of your discussion posts and class participation. When necessary, the instructor will contact you and provide feedback on your posts and make recommendations for your participation in the course.

Rubric

| ACTIVITY | Target | Acceptable | Not Acceptable | PTS |
|--|--|---|---|-----|
| Demonstrates an understanding of the discussion prompt/questions | 4 points Displays an excellent understanding of the course materials and the underlying concept being discussed. Uses course materials and other information to support important points. | 3 points Displays some understanding of the course materials and the underlying concept being discussed. Limited use of course materials and other information to support points. | 0 points Displays little understanding of the course materials and the underlying concept being discussed. Use of course materials and other information to support points is incoherent or missing entirely. | |
| Demonstrates an understanding of the comment under discussion | 4 points Displays an excellent understanding of the comment under discussion by affirming statements and citing relevant research or, asking a new related question or, making an oppositional statement supported by personal experience or related research. | 3 points Displays some understanding of the comment under discussion by affirming statements and citing some research or, asking a new somewhat related question or, making an oppositional statement somewhat supported by personal experience or related research. | 0 points Displays little understanding of the comment under discussion as evidenced by no affirming statements or references to relevant research or, asking no related questions or, making no oppositional statement supported by any personal experience or related research. | |
| Connections to professional practice | 3 points Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom to include a theoretical rationale underlying the use of specific strategies or materials. | 2 points Evidence of some reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials. | 0 points Little evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in a specific classroom. Little if any theoretical rationale underlying the use of specific strategies or materials included. | |
| Quality of writing and proofreading | 1 point Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. | .5 point Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | 0 points Written responses contain more than 6 grammatical, spelling or punctuation errors. The style of writing does not facilitate communication. | |

(Rubric modified from Nielsen, 2003 <http://www.uwstout.edu/soe/profdev/discussionrubric.html>)

Grade = A 12 – 11 points

Grade = B 10.5 – 9 points

Grade = C 9.5 – 8 points

Grade = D less than 8 points