

## **COURSE OUTLINE**

### **1. Course Number and Title**

ELRL 6330: Socio-psycholinguistics and Reading, 3 graduate credits

### **2. Course Description**

This graduate course examines the socio-psycholinguistic theories involved in the development of reading and writing. Particular emphasis will be given to learners from diverse cultural and linguistic backgrounds. Teaching and learning processes that foster respect for all learners and promote their success will be explored.

### **3. Pre- or Co-Requisites**

none

### **4. Course Objectives**

The candidate will know and understand:

- A. Major theories of language development and how they can be used to implement a well-planned and comprehensive reading program.
- B. Current and historical perspectives about the nature and purposes of reading and writing, approaches to reading instruction, and thinking/language/learning processes.
- C. Language development and reading/writing acquisition and the variations related to cultural and linguistic diversity.
- D. The linguistic, sociological, and psychological bases of the reading process.
- E. The influence of physical, emotional, social, cultural, environmental and intellectual factors on literacy learning in a first and second language.
- F. The relationship of phonemic, morphemic, semantic and syntactic systems of language to the reading process and the principles of new language acquisition, when English is a Second Language.
- G. How analyzing readers' miscues and interpreting other types of assessments inform instruction.
- H. That literacy can be a means for transmitting moral and cultural values.

### **5. Student Learning Outcomes**

Candidates will be able to:

- A. Apply knowledge of the socio-psycholinguistic processes in literacy development when collaborating with peers to prepare a workshop and resource materials intended for stakeholders in the school community (e.g. parents, teachers, administrators).
- B. Examine the language use or oral literacy skills of a student during conversation to determine the student's language use, oral literacy skills, dialect, etc.
- C. Demonstrate knowledge of current and historical issues, theory and research regarding the socio-psycholinguistic processes in literacy development by preparing a research paper/ literature review that demonstrates understanding of the connections between theory, teaching and learning
- D. Display positive dispositions related to reading and the teaching of reading by conducting an action research project in an ethical and caring manner with respect for diversity of language and culture that reflects knowledge and understanding of the connections between instruction and cognitive, linguistic and social aspects of literacy processes on students' literacy development and then communicating the

results to different stakeholders.

<b>Student Learning Outcome</b>	<b>SPA (identify SPA Standards or Criteria on Program-Specific Assessments)</b>	<b>COE Advanced Programs Outcomes</b>	<b>NJ Professional Standards for Teachers and Administrators</b>
Group Workshop Presentation and Resource Materials	4 – Diversity 5 – Literate Environment 6 – Professional Learning and Leadership	Knowledge 1a, 1b Dispositions 5b, 5c, 5d, 5f, 5g, 5h, 5j, 5k Leadership 6a, 6b, 6g	1 – Subject Matter Knowledge 7 – Special Needs 8 – Communication 10 – Professional Development 11 – Professional Responsibility
Oral Language Analysis - Transcript	1 – Foundational Knowledge 4 – Diversity 6 – Professional Learning and Leadership	Knowledge 1c, 1d Diversity 2a, 2b, 2c, 2d, 2e Field Experiences & Clinical Practice 3a, 3b, 3c, 3d Research & Assessment 4a, 4b, 4c, 4d Dispositions 5a, 5c, 5e, 5f, 5g, 5h, 5i, 5j, 5k	1 – Subject Matter Knowledge 2- Human Growth and Development 3 – Diverse Learners 5 – Assessment 7 – Special Needs
Literature Review / Research Paper	1 – Foundational Knowledge 2 – Curriculum and Instruction 3 – Assessment and Evaluation 4 – Diversity 5 – Literate Environment	Knowledge 1a, 1b Research & Assessment 4a, 4c Dispositions 5b, 5c, 5g, 5h, 5i, 5j, 5k	1 – Subject Matter Knowledge 3 – Diverse Learners 6 – Learning Environment 7 – Special Needs 10 – Professional Development
<b>Critical Assessment - Action Research Project</b>	2 – Curriculum and Instruction 3 – Assessment and Evaluation 4 – Diversity 5 – Literate Environment 6 – Professional Learning and Leadership	Knowledge 1c, 1d Diversity 2a, 2b, 2c, 2d, 2e Field Experiences & Clinical Practice 3a, 3b, 3c, 3d Research & Assessment 4a, 4b, 4c, 4d Dispositions 5a, 5c, 5e, 5f, 5g, 5h, 5i, 5j, 5k Leadership 6a, 6d, 6e, 6g	2- Human Growth and Development 3 – Diverse Learners 4 – Instructional Planning and Strategies 5 – Assessment 6 – Learning Environment 7 – Special Needs 8 – Communication 10 – Professional Development 11 – Professional Responsibility

## 6. Course Content

List of course content:

- A. A definition of language that includes a recognition that it is systematic, arbitrary, symbolic, human, communicative, and ever-changing
- B. The development of language and thought
  - a. Piaget’s developmental stages of thinking
  - b. Vygotsky’s zone of proximal development

- c. Language acquisition stages and theorists (e.g. Chall)
- d. Comparison and contrast of learning to read, talk, and write
- e. Theories on vocabulary development and instruction (eg. Beck and McKeown)
- C. The new grammars and their impact on literacy
  - a. Structuralists: Fries, Bloomfield, Lefevre
  - b. Transformational-Generative: Noam Chomsky and the “deep structure” theory
- D. Schema Theory
  - a. Knowing: Perceiving, ideating, categorizing
  - b. “Making sense” of the world through predicting from cognition
  - c. Comprehension and learning
  - d. Implications for literacy instruction: The reader-writer relationship; the reader and the text
- E. Sociolinguistics and reading
  - a. Dialects and second languages including bilingualism and LEP
  - b. Providing for language differences in the reading program
- F. Reading: A Socio-psycholinguistic view
  - a. Cues in the graphic, syntactic, semantic, and pragmatic systems
  - b. Cues within the reader
  - c. Top-down, Bottom-up, and Interactive Theories
  - d. Ongoing, formal, and informal assessment methods and tools
- G. The Writing System and How Readers perceive it
  - a. Differences between oral and written communication
  - b. Print conventions and reading
  - c. Characteristics of the English Spelling system
  - d. Processing visually-coded symbolic information
  - e. Reading and writing connections
- H. Applications to literacy instruction
  - a. Reading lessons-using context, sampling, predicting, confirming and correcting
  - b. Integrating the cueing systems
  - c. Writing in the reading program--introduction to the writing-as-process research and its implications for the teaching of reading
  - d. The changing role of the teacher: coach and facilitator
- I. A socio-psycholinguistically oriented literacy program
  - a. Pre-reading and activities to encourage reading
  - b. Beginning reading and activities to promote reading
  - c. Middle and upper grades and activities to promote aesthetic and efferent reading
  - d. Using literature
  - e. Writing process
  - f. Silent sustained reading; Drop everything and read
  - g. Skills to be taught in full context

## **7. Teaching/Learning Methods**

- A. Lecture
- B. Course readings
- C. Case studies
- D. Research
- E. Reflection
- F. Online and in-class discussions--pair, small and whole group work.

- G. Online and in-class demonstrations and presentations
- H. Audio and Videotapes
- I. Hands-on experiences

## **8. Student Assessment/Evaluation Methods**

- A. Attendance, knowledge of required readings, and participation in cooperative groups. Candidates are required to complete readings and participate in weekly discussion groups.
- B. Assignments and student learning outcomes
  - a. Group Workshop Presentation and Resource Materials
  - b. Oral Language Analysis—Transcript
  - c. Literature Review /Research Paper
  - d. **Critical Assessment**—Action Research Project

## **9. Suggested Readings or Required Texts**

Two Options:

- Graves, M. F., Juel, C., & Graves, B.B. (2007). *Teaching reading in the 21st century* (4th ed.). NY: Pearson. ISBN-10: 0205523714; ISBN-13: 9780205523719
- Nettles, D. H. (2006). *Comprehensive literacy instruction in today's classrooms: The whole, the parts, and the heart* (w/MyLabSchool). New York: Allyn & Bacon. ISBN 0205471374

## **10. Bibliography**

- Allington R. (2005). The other five “pillars” of effective reading instruction. *Reading Today*, 22(6). Retrieved from <http://www.dpi.state.nd.us/title1/reading/pillars.pdf>.
- Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2007). *Content reading and literacy: Succeeding in today's diverse classroom* (5th ed.). Boston, MA: Pearson.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association
- Anderson, N.A. (2006). *Elementary children's literacy. The basics for teachers and Parents* (2nd ed.). Boston, MA: Pearson.
- Barone, D., Herdman, D., & Taylor, J. (2006). *Reading first in the classroom*. Boston, MA: Pearson.
- Barr, Craig, Fisett, & Syverson (1999). *Assessing literacy with the Learning Record, Grades K-6* Portsmouth, NH: Heinemann.
- Barr, Craig, Fisett, & Syverson (1999). *Assessing literacy with the Learning Record, Grades 6-12* Portsmouth, NH: Heinemann.
- Bass, A.F., Dasinger, S., Elish-Piper, L., Matthews, M.W., & Risko, V. J. (2008). *A declaration of readers' rights: Renewing our commitment to students*. New York: Allyn and Bacon.
- Beers, K. (2002). *When kids can't read what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.
- Caldwell, J. & Leslie, L. (2005). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* Boston, MA: Pearson
- Campbell, L., Campbell, B., & Dickinson, D. (2004). *Teaching and learning through multiple intelligences* (3rd ed.). Boston, MA: Pearson
- Carrasquillo, A. & Rodriguez, V. (2002). *Language minority students in the mainstream classroom* (2nd ed.). Clevedon, England: Multilingual Matters, Ltd.
- Cooper, J.D., & Kiger, N.D. (2008). *Literacy assessment: Helping teachers plan instruction*. Boston: Houghton Mifflin.

- Cunningham, P. M. (2005). *Phonics they use: Words for reading and writing* (4th ed.). New York: Allyn and Bacon.
- Delpit, L., & Dowdy, J. (eds). (2001). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.
- Ellington, R., & McGill-Franken, (2004). Looking back, looking forward: A Conversation about teaching reading in the 21st century. I R. Rudell & N. Unrau. (eds.). *Theoretical models and processes of reading* (5th ed.). pp.5-32 Newark, Delaware: International reading Association.
- Field, J. (2003). *Psycholinguistics: A resource book for students*. London, England: Routledge
- Fox, B.J. (2008). *One hundred activities for developing fluent readers: Patterns and applications for word recognition, fluency, and comprehension* (2nd ed.). Upper Saddle River, N.J: Merrill Prentice Hall.
- Fox, B.J. (2008). *Word identification strategies: Building phonics into a classroom reading program* (4th ed.). Upper Saddle River, N.J: Merrill Prentice Hall.
- Gillet, J. W. (2008). *All children read: Teaching for literacy in today's diverse classrooms* (2nd ed.). New York: Allyn and Bacon.
- Gunning, T.G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning and responding*. New York: Allyn and Bacon.
- Hudson, R., Lane, H., & Pullen, P. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702-714
- Irwin, J.K., Buehl, D. R., & Klemp R. M. (2007). *Reading and the high school student: Strategies to enhance learning* (2nd ed.). New York, N.Y: Pearson.
- James, Z. (2007). *Are you prepared to teach reading: A practical tool for self assessment*. Boston, MA: Pearson
- Kletzien, S., & Dreher, M. (2004). *Informational text in K-3 classrooms: Helping children read and write*. Newark, Delaware: International Reading Association.
- McGee, L.M., & Richgels, D.J. (2008). *Literacy beginnings: Supporting young readers and writers* (5th ed.). New York: Allyn and Bacon.
- Moore, S.A., Cunningham, P.M., & Cunningham, J.W. (2006). *Developing readers and writers in the content area K-12* (5th ed.). Boston, MA: Pearson.
- Moss, P. (2004). Teaching expository text structures through information trade book retellings. *The Reading Teacher*, 57(8), 710-718
- Olness, R. (2005). *Using literature to enhance writing instruction*. Newark, Delaware: International Reading Association.
- Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.
- Padak, N. D., & Rasinski, T.V. (2008). *Evidenced-based instruction in reading. A professional development guide to fluency*. New York: Allyn and Bacon.
- Parker, F. & Riley, K. (2005). *Linguistics for non-linguists: A primer with exercises* (4th ed.). Boston, MA: Pearson
- Pinker, S. (1994). *The language instinct: How the mind creates language*. New York, NY: Harper Collins Publishers, Inc.
- Polette, K. (2005). *Read and write it out loud!* Boston, MA: Pearson Education.
- Power, B., & Hubbard, R. (2002). *Language development: A reader for teachers* (2nd ed.). Upper Saddle River, NJ : Prentice Hall.
- Reutzell, D, R., & Cooter, Jr. R.B. (2007). *Strategies for reading assessment and instruction: Helping every child to succeed* (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.

- Rosenblatt, L. (2004). The transactional theory of reading and writing. In R. Ruddell, & N. Unrau. (Eds.). *Theoretical models and processes of reading*. (5th ed., pp. 1363-1398). Newark, Delaware: International Reading Association.
- Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.
- Ruddell, R. (2006). *Teaching children to read and write: Becoming an effective literacy teacher* (4th ed.). Boston: Allyn and Bacon.
- Ruddell, R., & Unrau, N. (eds). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- Reutzel, D.R., & Cooter, R. B. Jr. (2003). *Strategies for reading assessment and instruction: Helping every child succeed* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Samuels, S.J., (1979). The method of repeated readings. *The Reading Teacher*, 32(4), 403-408.
- Soderman, A. K., & Farrell, P. (2008). *Creating literacy-rich preschools and kindergartens*. New York: Allyn and Bacon
- Stauffer, R. G. (1975). *Directing the reading-thinking process*. New York: Harper and Row.
- Stewart, M.T. (2004). Early literacy instruction in the climate of No Child Left Behind. *The Reading Teacher*, 57(8), pp. 732-743.
- Stiggins, R. (2008). *An introduction to student-involved assessment for learning* (5th ed.). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Strong, W. (2006). *Write for insight: Empowering content area learning, grades 6-12*. Boston, MA: Pearson.
- Temple, C., Ogle, D., Crawford A., & Frapping, P. (2008). *All children read: Teaching for literacy in today's diverse classrooms*. Boston: Allyn and Bacon.
- Tierney, R., & Readance J. (2005). *Reading strategies and practices: A compendium* (6th ed.). Boston, MA: Allyn and Bacon.
- Tompkins, G. (2006). *Literacy for the 21st century* (4th ed.). Upper Saddle River, N.J: Merrill Prentice Hall.
- Tompkins, G.E. (2004). *Literacy strategies step by step* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.
- Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Newark, DE: International Reading Association.
- Vukelich, C., Christie, J., & Enz, B. (2008). *Helping young children learn language and literacy: Birth through kindergarten* (2nd ed.). New York: Allyn and Bacon.
- Yopp, H., & Yopp, R. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54(2), 130-14.

## **Journals**

American Educational Research Journal  
 Anthropology and Education Quarterly  
 Journal of Literacy Research  
 Journal of Reading Behavior  
 Language Arts  
 Reading Research Quarterly  
 Educational Researcher  
 Educational Research  
 Harvard Educational Review  
 Education Research Quarterly

Reading Research and Instruction  
Research in the Teaching of English  
The Journal of Educational Research  
The Reading Teacher  
Middle School Journal  
Journal of Adolescent and Adult Literacy

**Professional Organizations**

International Reading Association	<a href="http://www.reading.org">www.reading.org</a>
Learning Disabilities Association of America	<a href="http://www.lidaamerica.org">www.lidaamerica.org</a>
Learning Disabilities Organization	<a href="http://www.ldonline.org">www.ldonline.org</a>
Nat'l Council of Teachers of English	<a href="http://www.ncte.org">www.ncte.org</a>
Nat'l Reading Conference	<a href="http://www.nrc.oakland.edu">www.nrc.oakland.edu</a>

11. **Preparer's Name and Date**

K. Malu and M. Dougherty, Spring 1999

12. **Departmental Approval Date** (This refers to the original course)

13. **Reviser's Name and Date**

Salika Lawrence, PhD, 2009

14. **Departmental Revision Approval Date** (for the current revision)

## Action Research Project<sup>1</sup> Assignment Sheet

**Rationale:** The purpose of this assignment is to promote teacher inquiry. The assignment will help you explore what will happen when you implement a new approach for literacy instruction in your classroom. Through this action research project educators will have to opportunity to review current trends in a particular area, identify practices that have worked effectively, implement activities to support the literacy development of students, and reflect on the process by looking at student work.

**Logistics & Recommendations:** Assemble all materials into one document, make duplicate copies, use Cheng library resources (Curriculum & Materials Department; online databases)

### Steps for Successful Completion of the Assignment

1. Identify the problem

- Formulate a question based on the problem you want to examine

2. **Description of the context.**

- characteristics of the students –select students from diverse backgrounds (at least 2 students)
- the reading program (and/or curriculum) being used,
- schedule for literacy instruction,
- problems you are currently having with your literacy instruction
- any other information relevant to your inquiry

3. **Research/ Resources**

- adequate resources and materials should be identified to help implement the strategy
- a wide variety of resources and activities should be used
- include examples of the resource materials used (articles, website pages, lesson plans)\*

4. **Evidence of Student Outcome#**

- Examples of student work that emerged from lessons\*
- Assessments used to evaluate students' literacy proficiencies in relation to the strategy taught
- Close examination of the students' literacy skills and development in different areas (oral language, writing, reading, listening)

5. **Weekly Reflections** – typed, reflections vary and incorporate most of the following areas

- identifies why this strategy was selected
- shows evidence of decision making,
- student work is used to guide instructional decisions,
- evidence that resources helped with the implementation process,
- shares insights on what worked and what didn't,
- identifies how activities were modified to meet the diverse needs of students
- shares insights on the modifications, adjustments, and adaptations used

6. Collect a **minimum of 6 weeks** of data

Possible Topics:  
Literature circles, guided reading, writing conferencing, reading strategies, reading and writing connection, learning centers, running records and miscue analysis

\*Excerpts of this material will be sufficient

# To protect students' identities, please remove names and any identifying information

---

<sup>1</sup> Portfolios will not be returned. Please include copies of original materials.

ELRL 633/ Action Research Project - Rubric

Criteria	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Clear Rationale Identification of the problem	Clearly formulated question; question is the focus of the inquiry and the problem being investigated; identifies the problems with literacy instruction that led to the inquiry	Clearly formulated question; question is the focus of the inquiry and the problem being investigated; makes some attempt to identify the problems with literacy instruction that led to the inquiry	The question is unclear and leads to little focus on the problem being addressed; makes some attempt to identify the problems with literacy instruction that led to the inquiry but does not clearly connect to the research question
Description of the Context	A minimum of 2 diverse students are selected as participants; provides a description of the students' literacy skills and other pertinent background information; provides a description of the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)	A minimum of 2 diverse students are selected as participants; provides a description of the students' literacy skills and other pertinent background information; some attempt to describe the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)	A minimum of 2 students are selected as participants; does not clearly identify how the students are diverse; little or no description of the students' literacy skills and other pertinent background information; little or no attempt to describe the classroom context (reading program and/or curriculum being used, and the schedule used for literacy instruction)
Research & Resources	A variety of resources, materials, and activities were used to help address the problem; more than 5 resources used; implementation involved a wide range of instructional approaches; includes excerpts of all resource materials and research used	A variety of resources, materials, and activities were used to help address the problem; a minimum of 5 resources used; some attempt to use different instructional approaches during implementation; includes some excerpts of the resource materials and research used	Few resources, materials, and activities were used to help address the problem; less than 5 sources used; little or no attempt to use different instructional approaches during implementation; includes little or no excerpts of the resource materials and research used
Data Collection Evidence of Student Outcomes	Comprehensive description of the data collection procedures used; includes 6 weeks of data; data was obtained from minimum of 2 students; includes a range of examples of student work that emerged from implementation; evidence that on-going assessments was used to evaluate students' literacy proficiencies in relation to the implementation; data collected was used to closely examine students' literacy skills and development in different areas (oral language, writing, reading, listening); ethical research practices used (ex: students' identities protected)	Some attempt to describe the procedures used and data collected; includes 6 weeks of data; data was obtained from minimum of 2 students; includes some examples of student work that emerged from implementation; some attempt to use on-going assessments to evaluate students' literacy proficiencies in relation to the implementation; attempts made to collect data to closely examine students' literacy skills and development in different areas (oral language, writing, reading, listening); ethical research practices used (ex: students' identities protected)	Limited or no description of the data collection procedures; less than 6 weeks of data collection; data was obtained from 1 or 2 students; includes little or no examples of student work that emerged from implementation; little or no attempt to use on-going assessments to evaluate students' literacy proficiencies in relation to the implementation; little or no attempt made to collect data to closely examine students' literacy skills and development in different areas (oral language, writing, reading, listening); ethical research practices used (ex: students' identities protected)
Teacher Reflections	Conducted weekly; identifies the instructional choices made and why strategies were selected; documents the decision making process by showing	Conducted weekly; provides a brief description of the practices relating to each area identified at the Target Level; attempts to analyze information obtained to determine	Conducted weekly; inconsistent report of the practices – describes some areas and overlooks others identified at the Target Level; presents a summary of the activities with little or no

	<ul style="list-style-type: none"> <li>• how student work is used to guide instructional decisions,</li> <li>• how research and/or resources helped with the implementation process,</li> <li>• insights on what worked and what didn't,</li> <li>• how activities were modified to meet the diverse needs of students, and</li> <li>• insights on the modifications, adjustments, and adaptations used</li> </ul> <p>In-depth analysis of the data collected; course readings are used to explain decisions made , insights gained, and/or students' outcomes</p>	strengths and weakness in each area identified at the Target Level; provides more of a summary of the information obtained through the inquiry; some attempt to use course readings to explain decisions made , insights gained, and/or students' outcomes	evidence of analysis; little or no use of course readings to explain decisions made , insights gained, and/or students' outcomes
Mechanics (Spelling & Grammar)	Appropriate spelling and grammar	Some attempt to use appropriate spelling and grammar	Many spelling and grammatical errors
Organization & APA	Well organized; no errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text	Well organized; less than 3 errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text	Poor organization ; more than 3 errors in APA format; many errors when citing within the text

Grading Scale

21-19 = A

18-16= A-

15-13=B+

12-10=B

9-7= B- (revise and resubmit assignment)

7 – 0 = F

Instructor's Comments:

Literature Review/ Research Paper Rubric

Criteria	Exemplary (4pts)	Satisfactory/ Effective (2pts)	Unsatisfactory/ Ineffective (1pt)
Content	Provides a summary of the information presented in the studies; synthesizes the main idea and perspectives; identifies the theoretical framework used to ground the research; synthesizes research methodology used to conduct the studies; identifies the findings/results of the studies; makes connections between the studies; identifies themes/trends across the studies.	Provides a brief summary of the studies, which is presented in a reading or “run through” of the information written by the author(s) and does not synthesize the main ideas presented; there is some mention of the theories that support the research; research findings and methodologies briefly mentioned; makes connections between the studies; identifies themes/trends across the studies.	Does little to go beyond a reading or “run-through” of the text. There is little or no attempt to identify theories or synthesize research findings as presented in the studies.
Critique	Analyzes the validity of the studies to determine whether procedures used were appropriate; critically explores the content/ information presented for its relevance and connection to teaching and learning; examines the research studies for broad connections to different points of views and “gaps” or limitations across the studies.	Some attempt to evaluate the report based on methodology, relevance and connection to teaching and learning; little attempt to address the “gaps” or limitations across the research studies.	No attempt to critique the research for the way in which the studies were conducted; instead the report is taken at face value.
Educational Implications	The educational implications of information presented in the studies have been clearly/ explicitly address; members make inferences about the information presented and how it might transfer into practice by providing examples from the “real world” in which the areas addressed in the report can be problematic and by discussing the feasibility of several recommendations suggested in the report.	There is some attempt to address the educational implications. There is minimal attempt to connect the recommendations and/or issues raised in the research to practice through the use of specific examples.	Little or no attempt was made to connect the information presented in the studies to practice. The discussion did not address the consequences of recommendation presented in the report to educational contexts.

Scale

A=12-10

B=9-7

C=6-4 (resubmit assignment)

Instructor’s Comments:

Group Workshop Presentation and Resource Materials

Criteria	Exemplary (4pts)	Satisfactory/ Effective (2pts)	Unsatisfactory/ Ineffective (1pt)
Content	Topic(s) addressed during the workshop are pertinent to language and literacy (reading and writing) development; workshop material is practical and applicable in nature; information presented addresses the needs of diverse community members and reflect the demographics encountered in many urban school contexts; information presented in the workshop is supported by literature/ readings and theories of language and literacy (reading and writing) development	Some information presented in the workshop is supported by readings/ literature and theories of language and literacy development; much of the workshop material is practical in nature, there are some areas of the presentation that do not address issues in literacy (reading) development	Workshop information is mostly theoretical (too abstract) and does not provide explicit transfers into practice; does not address the needs of diverse populations; information presented does not reflect the literacy needs as is suggested in research and theories of language and literacy (reading and writing) development.
Presentation	Well organized; topic is clearly presented; there is a clear connection to research; there is a clear connection between theory/research and practice by providing concrete examples for the participants; uses a constructivist approach to teaching and learning with some direct instruction (modeling) by the facilitators with “space” for active, hands-on participation by audience members; uses visuals and other graphics (ex: power point, charts, and graphs); information is presented in a way that it addresses diverse learning modalities; hand outs are also provided to the participants; completed w/in time limit	Some aspects of the workshop are unclear and are not supported with direct instruction / modeling by facilitators; there is little hands-on activity by participants to practice, apply, or discuss what was presented; few visuals were used during the presentation; hand outs are provided but have little use for application by participants	Workshop presentation is disorganized; participants were unprepared; topic was unclear and materials used were irrelevant; no visuals were used by presenters to explain the topic; participants were given little or no time to apply new learning; little or no handouts were provided during the session.
Participation	All group members actively participate/facilitate the workshop activities; all group members provide clarification for participants at some point during the session; each group member presents some aspect of the topic during the session	Only some group members present information on the topic during the session; few members facilitate workshop activities and interact with participants during the session	Little or no participation by all group members; there is little or no interaction between presenters and participants during the workshop session

Scale

A=12-10

B=9-7

C=6-4 (resubmit assignment)

Evaluator’s Comments:

## Oral Language Analysis—Transcript Rubric

### Description of Assignment

For this assignment you will examine the language use or oral literacy skills of your participant in a conversation. Tape the student engaged in conversation. Transcribe the conversation. Analyze the conversation to determine the student's language use, oral literacy skills, dialect, etc,

1. Create a transcript for at least five minutes. Choose a 2-3 minute segment of the tape to transcribe.
2. You need to create a complete transcript, which shows overlap, interruptions, pauses (with approximate length if they seem long), false starts, etc.
3. Analyze the transcript according to the areas discussed in class: dialect, language use, grammatical features, sentence structures, comprehension, expression, etc. Some guiding questions for the analysis: What patterns do you notice? What social group(s)/ membership(s) are represented by the participant? How is language is being used by the participant? Do you notice any language features that would be related to dialect or register? After analyzing the data you collect from the transcript (based on 2-3 minutes of talk) discuss your observations as they relate to theories of language acquisition and development – make connections to at least 3 theorists who might offer an explanation for what you observed in the transcript.
4. Present your results in charts, and explain your conclusions/interpretation of the transcript. The transcript must be attached as an appendix.

Oral Language Analysis—Transcript Rubric

Criteria	Exemplary (4pts)	Satisfactory/ Effective (2pts)	Unsatisfactory/ Ineffective (1pt)
Content	Clear focus on an oral conversation; transcript is 2-3 minutes; transcript is appropriately transcribed and follows format(s) discussed in class	Clear focus on an oral conversation; transcript is 2-3 minutes; transcript is appropriately transcribed and attempts to follow format(s) discussed in class	Does not have a clear focus on an oral conversation; transcript is less than or more than 2-3 minutes; transcript is not appropriately transcribed and/or it does not follow format(s) discussed in class
Analysis/ Interpretation	Critical evaluation of oral literacy skills; transcript is analyzed to examine the areas identified in the guiding questions (dialect, language features, register, etc.) makes connections to at least 3 theories on oral language development to explain and support findings	Some attempt to examine oral literacy skills; transcript is analyzed to examine most of the areas identified in the guiding questions (dialect, language features, register, etc.) makes some attempt to connect to at least 2-3 theories on oral language development to explain and support findings	Little or no attempt to examine oral literacy skills; analysis of the transcript does not emphasize/examine the areas identified in the guiding questions (dialect, language features, register, etc.); little or no attempt to connect to theories on oral language development to explain and support findings; connects to less than 2 theories
Educational Implications	Uses course readings and outside resources to identify implications and recommendations for classroom practice	Some attempt to use course readings and outside resources to identify implications and recommendations for classroom practice	Little or no attempt to use course readings and outside resources to identify implications and recommendations for classroom practice

Scale

A=12-10

B=9-7

C=6-4 (resubmit assignment)

Instructor's Comments: