NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION

1a Date of contact with Institutional Effectiveness\(^1\): 8-23-16

\[\square\] Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.

1b Home college: Education

1c Home educational unit (department, school, college\(^2\)): Curriculum and Instruction

1d Proposed certificate name: Teaching in Culturally and Linguistically Diverse Classrooms

1e CIP Code (provided by Institutional Effectiveness): 13.0202

1f Requested effective date: [ ] Fall semester following approval.  OR  [x] Specific Date\(^3\): Fall 2017

1g Contact person name: Susan Cantrell  Email: susan.cantrell@uky.edu  Phone: 7-6731

2. OVERVIEW

2a Provide a brief description of the proposed new graduate certificate. (300 word limit)

The student population in P-12 educational settings is changing rapidly, and classroom teachers must adapt to meet the learning needs of the increasingly diverse students that they teach. The demand for developing teachers' competencies for working with culturally and linguistically diverse students and families is great, and this certificate will help answer the call from districts, schools, and individual educators to increase preparation for practicing educators in addressing the learning needs of students in classrooms with increasing cultural and linguistic diversity.

\(^1\) You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

\(^2\) Only cross-disciplinary graduate certificates may be homed at the college level.

\(^3\) Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.
Courses and experiences will take a comprehensive approach to supporting English Learners and other historically under-served populations by addressing aspects of cultural and linguistic diversity across the curriculum within a regular classroom context. Interdisciplinary content will include developing a knowledge base, planning, and application of strategies for language and literacy development, second-language acquisition, classroom relationships, family collaboration, assessment, instruction, discourse, and socio-political consciousness.

Students will earn twelve (12) credit hours by completing three (3) required 3-hour courses in a foundational core and one (1) 3-hour elective on second language acquisition and learning, specifically. The foundational core will address the following related to cultural and linguistic diversity in P-12 schools: language and learning development, classroom strategies for teaching and learning, and leveraging family and community partnerships to enhance student learning. Faculty of record will be drawn from the departments of Curriculum & Instruction, Modern & Classical Languages, Literatures, and Cultures, and Educational Policy and Evaluation to teach courses in language and literacy, second language acquisition, culture and learning and classroom pedagogy.

Working in a cohort, practicing educators will engage in job-embedded learning activities to apply new interdisciplinary knowledge in professional educational settings immediately.

<table>
<thead>
<tr>
<th>2b</th>
<th>This proposed graduate certificate (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>Has a clear and focused academic competency as its subject.</td>
</tr>
<tr>
<td>✗</td>
<td>Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)</td>
</tr>
<tr>
<td>❑</td>
<td>Responds to a specific state mandate.</td>
</tr>
<tr>
<td>✗</td>
<td>Provides a basic competency in an emerging, preferably interdisciplinary, topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2c</th>
<th>Affiliation. Is the graduate certificate affiliated with a degree program? (related to 3c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)</td>
</tr>
</tbody>
</table>

Currently, there is not a program or set of courses that provide knowledge and skills for classroom teachers who wish to gain extensive expertise in instruction for culturally and linguistically diverse groups of students. Although students may receive a masters degree or endorsement in TESL, the graduates of these programs are focused on supplemental support for English Learners, specifically.

<table>
<thead>
<tr>
<th>2d</th>
<th>Duplication. Are there similar regional or national offerings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2e</th>
<th>Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)</th>
</tr>
</thead>
</table>
|    | Kentucky’s immigrant population continues to grow at a rate that exceeds much of the nation. According to a report issued by the Kentucky Center for Economic Policy, the state’s immigrant population grew at a faster rate than all but six states between 2000 and 2012 (Baumann, 2014). At the same time the population of learners is shifting, teachers are graduating from preservice programs feeling inadequately prepared to address the needs of English Learners (ELs) in the classroom. An annual survey of recent teacher education graduates routinely places preparation for ELs at the top of the list of areas for which new teachers feel underprepared. In fact, based on the fall 2013 and spring 2014 Education Professional Standards Board New Teacher surveys, an
average of 39% of new teachers across the state of KY felt unprepared to teach ELs, while 26.5% of new teachers felt deficient in their ability to close the achievement gap. The proposed certificate will help empower in-service teachers to close the achievement gap.

Over the past several years, individual graduate students and P-12 school principals have made requests of faculty to provide professional learning opportunities for in-service teachers who work with ELs in mainstream classroom settings. In spring of 2016, Fayette County School administrators approached Dr. Kristen Perry asking for intensive support for teachers, including credit-bearing professional learning for supporting culturally and linguistically diverse students in regular classroom settings. After considerable planning with Curriculum & Instruction faculty, faculty in TSL, district leaders, and current and potential students, the proposed interdisciplinary certificate was developed in response to this expressed need.

2f Target student population. Check the box(es) that apply to the target student population.
\[\square\] Currently enrolled graduate students.
\[\square\] Post-baccalaureate students.

2g Describe the demographics of the intended audience. (150 word limit)

This certificate is targeted to currently-certified teachers who hope to increase their level of knowledge and instructional skill with respect to teaching culturally and linguistically diverse groups of students.

2h Projected enrollment. What are the enrollment projections for the first three years?

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2 (Yr. 1 continuing + new entering)</th>
<th>Year 3 (Yrs. 1 and 2 continuing + new entering)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>6</td>
<td>10</td>
<td>10-15</td>
</tr>
</tbody>
</table>

2i Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?  

Yes [ ] No [x]  

If “Yes,” please indicate below the percentage of the certificate that will be offered via DL.

1% - 24% [ ] 25% - 49% [ ] 50% - 74% [ ] 75% - 99% [ ] 100% [ ]

If “Yes,” describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)

3. ADMINISTRATION AND RESOURCES

3a Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)

Students will be admitted into the certificate in post-bac cohorts through the Graduate School and with assistance from the Curriculum & Instruction Director of Graduate Studies. Upon the completion of 6 hours, students will meet with an advisor (certificate faculty of record) and decide whether to enroll in a master’s, endorsement, or doctoral program. If students enroll in a program, they will be assigned an appropriate program advisor who will transition them into the program once the certificate is complete. Courses will be offered in such a way that students who begin the certificate in the fall will be able to complete the certificate by the end of the following first
summer session. If students must drop out of the cohort for any reason, they may complete the certificate at a different time by completing the required coursework.

3b **Faculty of Record and Certificate Director.** *(related to 2c)* The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate’s faculty of record must be members of the Graduate Faculty.

<table>
<thead>
<tr>
<th>The graduate certificate is affiliated with a degree program.</th>
<th>Yes ☐</th>
<th>No ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>If “Yes,” list the name of the affiliated degree program below. If “No,” describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. <em>(150 word limit)</em></td>
<td>Dr. Perry will serve as the Certificate Director. She has considerable expertise in serving culturally and linguistically diverse learners and is recognized nationally for research in this area. She serves as DGS in C&amp;I, and this will facilitate administration of the certificate. Faculty of record will include Certificate Director Dr. Perry, Dr. Susan Cantrell, Dr. Janice Almasi in C&amp;I, Dr. Francis Bailey in Modern &amp; Classical Languages, Literature, and Culture, and Dr. Beth Goldstein in Educational Policy &amp; Evaluation. These faculty were selected because of their expertise in the certificate areas. Dr. Almasi is program chair for Literacy, and Dr. Bailey is director of the Teaching English as a Second Language program. Dr. Beth Goldstein is the chair of the department of Educational Policy &amp; Evaluation. They will serve as instructors and advisors in the certificate for at least 2 years. Faculty will be added, if needed, if those faculty demonstrate the required expertise. After the 2 year period, faculty will be removed if they are no longer needed or no longer wish to participate.</td>
<td></td>
</tr>
</tbody>
</table>

3c **Course utilization.** Will this graduate certificate include courses from another unit(s)?

<table>
<thead>
<tr>
<th>Yes ☒</th>
<th>No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If “Yes,” two pieces of supporting documentation are required.</td>
<td>☐ Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units and impact on the course’s use on the home educational unit.</td>
</tr>
</tbody>
</table>

3d **Financial Resources.** What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? *(300 word limit)*

There are no non-course resource implications for the proposed graduate certificate.

3e **Other Resources.** Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?

<table>
<thead>
<tr>
<th>Yes ☐</th>
<th>No ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>If “Yes,” identify the other resources that will be shared. <em>(150 word limit)</em></td>
<td>☐</td>
</tr>
</tbody>
</table>
NEW GRADUATE CERTIFICATE

If “Yes,” two pieces of supporting documentation are required.

☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose “other resources” will be used.

☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a Other related programs. Are there any related UK programs and certificates? Yes ☒ No ☐

If “Yes,” describe how the new certificate will complement these existing UK offerings. (250 word limit)

This certificate will complement at least two masters programs (the literacy education masters and the masters in TESL), as well as the TESL endorsement program. Students will be encouraged to enroll in one of these programs to complement their certificate, and some of the coursework overlaps with those programs’ requirements. The Student Learning Outcomes are aligned with standards from the International Literacy Association and standards for Teaching English as a Second Language.

If “Yes,” two pieces of supporting documentation are required.

☐ Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.

☐ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a Admissions criteria. List the admissions criteria for the proposed graduate certificate. (150 word limit)

Potential students must have an earned teaching credential, in addition to meeting minimum requirements set by the Graduate School.

5b Core courses. List the required core courses below.

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Credit Hrs</th>
<th>Course Status6</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 621</td>
<td>Language and Literacy Development</td>
<td>3</td>
<td>No Change</td>
</tr>
<tr>
<td>EDC 614</td>
<td>Effective Teaching in Culturally and Linguistically Diverse Classrooms</td>
<td>3</td>
<td>New</td>
</tr>
<tr>
<td>EDC 630</td>
<td>Family &amp; Community Literacy</td>
<td>3</td>
<td>New</td>
</tr>
</tbody>
</table>

Select one....

6 Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).
NEW GRADUATE CERTIFICATE

*With prior approval from Certificate Director, appropriate courses may be substituted for those required courses already taken for a previous degree

Total Credit Hours of Core Courses:

5c  Elective courses. List the electives below.

| Prefix & Number | Course Title                                      | Credit Hrs | Course Status
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TSL 560</td>
<td>Literacy in the ESL Classroom</td>
<td>3</td>
<td>No Change</td>
</tr>
<tr>
<td>MCL 690</td>
<td>Culture, Cognition, &amp; Second Language</td>
<td>3</td>
<td>No Change</td>
</tr>
<tr>
<td>EPE 665</td>
<td>Education and Culture (with permission from advisor--for ESL endorsed students)</td>
<td>3</td>
<td>No Change</td>
</tr>
</tbody>
</table>

Select one....

Select one....

Select one....

5d  Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)

Yes [ ] No [x]

5e  Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)

Yes [ ] No [ ]

6. ASSESSMENT

6a  Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)

1. Students will apply research-based strategies for teaching, assessing, and supporting students in culturally and linguistically diverse classroom settings. (TESOL 3.a, ILA 2, 3, 5)
2. Students will identify how children's cultural backgrounds impact learning and articulate how their own cultural identities and assumptions might impact their relationships with students and families. (TESOL 2, ILA 4.1)
3. Students will apply theoretical knowledge of language acquisition in assessing, documenting, and facilitating language and literacy development (TESOL 1.b, ILA 1.1, 1.2, 2, 3.1)
4. Students will serve as resources or advocates through professional leadership activities that enhance the learning of culturally and linguistically diverse students beyond the classroom walls (TESOL 5.b, ILA 4.3, 6.3).

6b  Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded

---

7 Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).
assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*

**Student Learning Outcomes** will be assessed as students complete key assignments for each course:
- EDC 621 Focal Student Observation Project (SLO3)
- EDC 617 Reflection and Implementation Journal (SLO1)
- EDC 617 Cultural Strengths Assessment (SLO2)
- EDC 617 Peer Presentation (SLO4)
- EDC 630 Reading Responses (SLO1)
- EDC 630 Materials Review (SLO2)
- EDC 630 Family Study (SLO3)
- EDC 630 Family Event (SLO4)
- TSL 560 Weekly Lesson Plans (SLO1)
- TSL 560 Thematic Unit Overview (SLO1/3)
- TSL 560 Student Assessment Project (SLO3)
- MCL 690 Inquiry Projects (SLO1/4)
- MCL 690 Conference (SLO4)
- MCL 690 Autobiography of a Language Learner (SLO2)

**Certificate outcome assessment**. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*

At the end of each semester, the certificate director will review students' records to ensure all students have completed required course work with a B grade or higher. If a student has been unsuccessful, the student's advisor will meet with the student to determine an appropriate course of action.

After the first year (summer 2017), the faculty of record will conduct an annual meeting to (a) review the number of students who have completed the certificate program, (b) discuss the quality of student products and learning outcome results, (c) review student feedback and make plans for adjustment

Each semester, students will complete an open-ended survey about the extent to which the certificate courses are addressing their professional needs and will give feedback about how to adjust the courses; faculty of record will review the responses and make plans for future adjustments

The certificate director will contact district stakeholders to assure program design continues to be valued and needed.

7. OTHER INFORMATION

7a Is there any other information about the graduate certificate to add? *(150 word limit)*

8. APPROVALS/REVIEWS

---

8 This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.
Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

<table>
<thead>
<tr>
<th>Reviewing Group Name</th>
<th>Date Approved</th>
<th>Contact Person Name/Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8a</strong> (Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC-Curriculum and Instruction Faculty</td>
<td>9/2/16</td>
<td>Jared R. Stallones / 73230 / <a href="mailto:jared.stallones@uky.edu">jared.stallones@uky.edu</a></td>
</tr>
<tr>
<td>College of Ed C&amp;C</td>
<td>9/23/16</td>
<td>Justin K. Nichols/257-4748/justin.nichols2@uky.edu</td>
</tr>
<tr>
<td>College of ED</td>
<td>10/20/16</td>
<td>Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu</td>
</tr>
</tbody>
</table>

**8b** (Collaborating and/or Affected Units)

| / | / |
| / | / |
| / | / |
| / | / |
| / | / |
| / | / |
| / | / |
| / | / |

**8c** (Senate Academic Council)

<table>
<thead>
<tr>
<th>Date Approved</th>
<th>Contact Person Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Colleges Council (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
</tr>
</tbody>
</table>
Memorandum

September 2, 2016

This memo confirms that the Curriculum and Instruction faculty approved the proposal for a graduate certificate entitled “Teaching in Culturally and Linguistically Diverse Classrooms.” The vote was unanimous and a quorum was present.

Respectfully Submitted,

[Signature]

Jared R. Stallones, Ph.D.
Department Chair
UNIVERSITY OF KENTUCKY  
College of Education  
Department of Curriculum & Instruction  
Course Syllabus  
EDC 617: Effective Teaching in Culturally & Linguistically Diverse Classrooms  
Seven (7) Saturdays, 8:30-2:30

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Susan Cantrell, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>319 Dickey Hall</td>
</tr>
<tr>
<td>Phone Number</td>
<td>859-257-6731 (o) 859-576-4714 (cell)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Susan.cantrell@uky.edu">Susan.cantrell@uky.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesdays 3:30-4:30 or by appointment</td>
</tr>
<tr>
<td>Course website</td>
<td>Available via Canvas: <a href="https://uk.instructure.com">https://uk.instructure.com</a></td>
</tr>
<tr>
<td>Preferred method for contacting instructor</td>
<td>Email</td>
</tr>
<tr>
<td>Anticipated Response Time</td>
<td>Within 24 hours</td>
</tr>
<tr>
<td>Face-to-Face Librarian</td>
<td>Sarah Vaughn, Education Librarian; <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a>; 859-257-7977</td>
</tr>
<tr>
<td>Face-to-Face Interlibrary Loan Service</td>
<td><a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a></td>
</tr>
</tbody>
</table>

Academic Course Description

Purpose
The purpose of this course is to prepare educators to effectively teach culturally and linguistically diverse students in mainstream classrooms.

Learning Outcomes
- Students will learn and apply research-based strategies for teaching, assessing, and supporting culturally and linguistically diverse learners.
- Students will identify how children’s cultural backgrounds impact learning and articulate how their own identities and assumptions impact their relationships with children and families.
- Students will apply theoretical knowledge of language acquisition by providing and reflecting on instruction that assists children in developing academic language.
- Students will serve as resources or advocates through professional leadership activities that enhance the learning of culturally and linguistically diverse learners beyond the classroom walls.
Learning Outcomes Linked to Assessments

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will learn and apply research-based strategies for teaching, assessing, and supporting culturally and linguistically diverse learners.</td>
<td>Discussion Participation</td>
</tr>
<tr>
<td></td>
<td>Reflection Journal</td>
</tr>
<tr>
<td>2. Students will identify how children’s cultural backgrounds impact learning and articulate how their own cultural identities and assumptions impact their relationships with students and families</td>
<td>Discussion Participation</td>
</tr>
<tr>
<td></td>
<td>Cultural Strengths Assessment</td>
</tr>
<tr>
<td></td>
<td>Reflection Journal</td>
</tr>
<tr>
<td>3. Students will apply theoretical knowledge of language acquisition by providing and reflecting on instruction that assists children in developing academic language.</td>
<td>Reflection Journal</td>
</tr>
<tr>
<td>4. Students will serve as resources or advocates through professional leadership activities that enhance the learning of culturally and linguistically diverse students beyond the classroom walls.</td>
<td>Peer Presentation</td>
</tr>
</tbody>
</table>

**Course Delivery**

This course is designed as a face-to-face course (although a portion of the class discussions will be conducted online).

**Course Text**


Additional readings are provided on the class Canvas page for each meeting.
# Course Schedule and Outline

<table>
<thead>
<tr>
<th>Event</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
</table>
| **FTF #1** | Establishing Relationships and Maintaining an Inclusive Community | 1. P&R Chapters 2,3, & 4  
| **Online Discussions** |                                                      |                                                                                                                                                                                                                   |
| **FTF #2** | Culturally Responsive Assessment                  | 1. Read P & R Chapter 5  
5.                                                                                                                                                                                                 |
| **Online Discussions** |                                                      |                                                                                                                                                                                                                   |
| **FTF #3** | Culturally Responsive Instruction                | 1. Read P&R Chaper 7  
| **Online Discussions** |                                                      |                                                                                                                                                                                                                   |
| **Online Discussions** |                                                      |                                                                                                                                                                                                                   |
| **FTF #5** | Classroom Discourse and Instructional Conversations | 1. P&R Chapter 8  
| **Online Discussions** |                                                      |                                                                                                                                                                                                                   |
| FTF #6 Online Discussions | Socio-political consciousness: Engaging students in Action-oriented Learning | 1. P&R Chapter 9  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTF #7</td>
<td>Leadership for Change and Advocacy</td>
<td></td>
</tr>
</tbody>
</table>
### Course Requirements and Assignments

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>In preparation for each FTF session, you will be provided reading assignments, and preparation activities. During face-to-face class meetings, you are expected to participate actively and to make direct connections to course readings and preparation activities. I will take anecdotal notes at the end of each class session noting the depth of analysis, integration of knowledge, and application during oral discussions. You will engage in regular threaded discussions of course readings and your classroom implementation on Canvas and will be assessed according to the level of critical analysis, integration of knowledge, and application (see attached rubric).</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>This is a field-based course in which practicing teachers will read and apply various strategies for teaching diverse learners. Teachers will select specific strategies to implement in their classroom and will document in a journal (a) what they learned from their reading, (b) how they will apply what they learned with their students, and (c) a reflection on outcomes. In addition to submitting journal entries, teachers should keep artifacts that document student learning and growth. Rubric will be co-constructed with teachers and distributed in class.</td>
</tr>
<tr>
<td>Cultural Strengths Assessment</td>
<td>Teachers will also complete a Cultural Strengths Assessment detailing important information on their selected EL student (country of origin, length of residence, documented/undocumented, language spoken in the home, greeting conventions). Rubric will be distributed in class.</td>
</tr>
<tr>
<td>Peer Presentation</td>
<td>At the conclusion of the course, teachers will prepare a presentation for other teachers at their school. The presentation should include the various strategies used with the focus EL student and whether they were successful. The purpose of this presentation is to provide your peers with effective strategies for working with English learners. Rubric will be co-constructed with teachers and distributed in class.</td>
</tr>
</tbody>
</table>
**Evaluation Points Breakdown:**

<table>
<thead>
<tr>
<th>Course Activities (Tasks)</th>
<th>Points (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Participation</td>
<td>15 (15%)</td>
</tr>
<tr>
<td>4. Reflection Journal</td>
<td>50 (50%)</td>
</tr>
<tr>
<td>3. Cultural Strengths Assessment</td>
<td>20 (20%)</td>
</tr>
<tr>
<td>4. Peer Presentation</td>
<td>15 (15%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 (100%)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>&lt; 69.9%</td>
<td>E</td>
</tr>
</tbody>
</table>

**Final Exam Information**
There will be no final exam for this course.

**Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**
Mid-term grades are not required for graduate courses as per university policy.

**Attendance Policy & Verification of Absences**
Your attendance and thoughtful participation are essential in this class, in both the face-to-face and online portions of the class. Unexcused absences will result in the loss of 2 points (1%) from the final grade. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737) [http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the
period of the excused absence (except where prior notification is required); and for making up the
missed work. The professor must give the student an opportunity to make up the work and/or the
exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the
absence occurred.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule
5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an
excused absence because of illness, or death in the family. Appropriate notification of absences due to
University-related trips is required prior to the absence when feasible and in no case more than one
week after the absence.

**Academic Integrity**
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records.
Students are expected to adhere to University policy on cheating and plagiarism in all courses. The
minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the
offense is considered severe or the student has other academic offenses on their record, more serious
penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become
familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and
Responsibilities. Complete information can be found at the following website:
http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of
academic dishonesty. It is important that you review this information as all ideas borrowed from others
need to be properly credited.

*Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of Senate Rules)* states
that all academic work, written or otherwise, submitted by students to their instructors or other
academic supervisors, is expected to be the result of their own thought, research, or self-expression. In
cases where students feel unsure about a question of plagiarism involving their work, they are obliged
to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas,
organization, wording, or content from another source without appropriate acknowledgment of the
fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work
(including, but not limited to a published article, a book, a website, computer code, or a paper from a
friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another
person to alter or revise the work, which a student submits as his/her own, whoever that other person
may be. Students may discuss assignments among themselves or with an instructor or tutor, but when
the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must
carefully acknowledge exactly what, where and how he/she has employed them. If the words of
someone else are used, the student must put quotation marks around the passage in question and add
an appropriate indication of its origin. Making simple changes while leaving the organization, content,
and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which
are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for
Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Course Components
Course content, readings, and assessments have been selected and arranged in compliance with policies set forth by the International Literacy Association (SPA) Standards for Reading Professionals, Kentucky Teacher Standards-Advanced, Kentucky Core Academic Standards, and the University of Kentucky Functional Skills and Dispositions.

More formal assignments should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (6th ed.) guidelines should be followed. Please submit assignments electronically, via Canvas or email as described by the professor.

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

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

Group Work and Student Collaboration Policy:
While our class discussions will be collaborative, the assignments in the course are to be completed independently.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. Curriculum & Instruction is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken
against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the certificate program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the professor if you have questions regarding this requirement.
Discussion Participation (15 points)

Prior to each session, you will be provided reading assignments, and preparation activities. During face-to-face class meetings, you are expected to participate actively and to make direct connections to course readings and preparation activities. In this course, you are expected to implement strategies for culturally and linguistically diverse learners in the classroom. I will take anecdotal notes at the end of each class session noting the depth of analysis, integration of knowledge, and application during oral discussions. Occasionally, I will collect assigned preparation activities and in-class written activities. For online sessions, you will engage in a threaded discussion of course readings and your implementation of strategies learned. Your participation will be assessed according to the level of critical analysis, integration of knowledge, and application.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active participation</strong></td>
<td>Actively discusses, as appropriate, in every face-to-face class; contributes multiple posts in online discussions and responds to classmates’ posts</td>
<td>Some contribution to oral discussions in face-to-face class; contributes one post in online discussion and responds to classmates’ posts</td>
<td>Contributes to face-to-face discussions infrequently or inappropriately; contributes one post in online discussions</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>5 points</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking and reflections</strong></td>
<td>Strong evidence of critical thinking, Strong evidence of relevant, insightful reflections</td>
<td>Some evidence of critical thinking, Some evidence of relevant, insightful reflections</td>
<td>Little or no evidence of critical thinking, Little or no evidence of relevant, insightful reflections</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>5 points</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections</strong></td>
<td>Connections are made to course readings, Connects clearly to prior discussions and related experiences</td>
<td>Connections are made to course readings, Some connections are made to prior discussions and related experiences</td>
<td>No connections are made to course readings, No connections are made to prior discussions or related experiences</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>5 points</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
</tbody>
</table>

Thanks to Dr. Kristen Perry for allowing me to adapt an earlier version of this rubric that she designed.
### UNIVERSITY OF KENTUCKY
College of Education
Department of Curriculum & Instruction
Course Syllabus

EDC 621: Language and Literacy Development
Fall 2016
Wednesdays, 4:30-7:00 PM
323 Dickey Hall

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Janice F. Almasi, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>101 Taylor Education Building</td>
</tr>
<tr>
<td>Phone Number</td>
<td>859-257-1981 (office); 859-321-6952 (cell)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Janice.almasi@uky.edu">Janice.almasi@uky.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Arranged individually by email or telephone</td>
</tr>
<tr>
<td>Course website</td>
<td>Available via Canvas: <a href="https://uk.instructure.com">https://uk.instructure.com</a></td>
</tr>
<tr>
<td>Preferred method for contacting instructor</td>
<td>Email</td>
</tr>
<tr>
<td>Anticipated Response Time</td>
<td>Within 48 hours</td>
</tr>
<tr>
<td>Face-to-Face Librarian</td>
<td>Sarah Vaughn, Education Librarian; <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a>; 859-257-7977</td>
</tr>
<tr>
<td>Face-to-Face Interlibrary Loan Service</td>
<td><a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a></td>
</tr>
</tbody>
</table>

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

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

- Articulate theories of language and literacy development across the lifespan
- Articulate current research related to language and literacy development, and apply this research base language and literacy instruction in various educational settings
- Conduct a literature search on a topic related to language and literacy development and synthesize that literature into a coherent literature review OR
- Conduct an observational examination of an English Language Learner to document language and literacy development.
### Learning Outcome

<table>
<thead>
<tr>
<th>1. Articulate theories of language and literacy development across the lifespan</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading responses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Articulate current research related to language and literacy development, and apply this research base language and literacy instruction in various educational settings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading responses</td>
<td></td>
</tr>
<tr>
<td>Article critique OR Focal Student Observations</td>
<td></td>
</tr>
<tr>
<td>Literature review assignment OR Focal Student Observation Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Conduct a literature search on a topic related to language and literacy development and synthesize that literature into a coherent literature review OR Conduct an observational examination of an English Language Learner to document language and literacy development.</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review assignment OR Focal Student Observation Project</td>
<td></td>
</tr>
</tbody>
</table>

### Course Delivery

This course is designed as a face-to-face course.

### Prerequisite:

EDC 541 or equivalent course in research foundations.

### Required Texts

There are two required textbooks:

(*Books = for students seeking Master’s degrees in literacy education, #Books = All students read)


Additional required readings are provided on the Canvas page for our course. The citations for those readings (and the due dates) are listed below in the section entitled “Outside Readings.”
Syllabus Contents:
- Academic Course Description p. 1
- Course Learning Targets and Outcomes pp. 1-2
- Course Delivery p. 2
- Prerequisite p. 2
- Required Texts p. 3
- Outside Readings pp. 3-5
- Course Schedule and Outline pp. 6-8
- Grading Scale p. 9
- Academic Accommodations Due to Disability Policy p. 6
- Attendance Policy pp. 9-10
- Excused Absence Policy p. 10
- Make-up Opportunities p. 10
- Verification of Absences p. 10
- Excessive Absences p. 11
- Submission of Assignments Policy p. 11
- Policy on Academic Integrity, Cheating and Plagiarism pp. 11-12
- Course Components pp. 12-13
- Late Assignments p. 13
- Classroom Behavior, Decorum, Civility and Professionalism p. 13
- Group Work and Student Collaboration Policy p. 13
- Ethics Policy pp. 13-14
- Course Requirements and Assignments p. 14

Required Texts:


Outside Readings:
(*Readings = for students seeking Master’s degrees in literacy education, **Readings = for students seeking certificate, #Readings = All students read)

**TOPIC: Observing Literacy Learners (8/31/16)**
**TOPIC: Oral Language Development (9/7/16)**

**TOPIC: Phonological Development (9/14/16)**
   OR

**TOPIC: Word Meaning/Vocabulary Development (9/21/16)**

**TOPIC: Grammatical/Syntax Development (10/5/16)**
1. Definitions: Distinction between open-class words and closed-class words see: http://www.ucl.ac.uk/internet-grammar/wordclas/open.htm

**TOPIC: Beginning Reading Development (10/12/16 and 10/19/16)**

**TOPIC: Reading Comprehension Development (11/2/16) (select ONE of the following)**
   OR


**TOPIC: Writing Development (11/9/16) (select ONE of the following)**


**TOPIC: Sociocultural Issues (11/16/16) (select ONE of the following)**


**TOPIC: Motivational Issues**

1. Just read Chapter 10 in Byrnes and Wasik.
## Course Schedule and Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Course Overview</td>
<td>• Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Defining Development</td>
<td>• Perspectives on Development</td>
<td></td>
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<tr>
<td></td>
<td>• Observation Literacy Learners</td>
<td>• Observation Literacy Learners</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Observation and Oral Language Development</td>
<td>• Observing Literacy Learners</td>
<td>Reading Response #1</td>
</tr>
<tr>
<td></td>
<td>• What does Oral Language Competence Look Like?</td>
<td>• Selecting a Topic to Review OR</td>
<td></td>
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<tr>
<td></td>
<td>• Selecting a Focal Student to Observe</td>
<td>• B&amp;P Ch. 3 (pp. 37-44)</td>
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<tr>
<td></td>
<td></td>
<td>• Franklin (2004)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Laffranchini (n.d.)</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Oral Language Development</td>
<td>• How does Oral Language Develop?</td>
<td></td>
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<tr>
<td></td>
<td>• Development Differences</td>
<td>• Reading and Interpreting Research Critically, Part 1</td>
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<tr>
<td></td>
<td></td>
<td>• B&amp;P Ch. 3 (pp. 44-56)</td>
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<td>• Neu (2013)</td>
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<td></td>
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<td>• Soto-Hinman (2011)</td>
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<td></td>
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<td>• Whorral &amp; Cabell (2016)</td>
<td></td>
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<tr>
<td>9/14</td>
<td>Phonological Development</td>
<td>• What does Phonological Development Look Like?</td>
<td>Reading Response #2</td>
</tr>
<tr>
<td></td>
<td>• How does Phonological Processing Develop?</td>
<td>• How does Phonological Processing Develop?</td>
<td></td>
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<td></td>
<td>• Development Differences</td>
<td>• Development Differences</td>
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<tr>
<td></td>
<td>• *Reading and Interpreting Research Critically, Part 2</td>
<td>• *Using APA Style/Structure</td>
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<tr>
<td></td>
<td></td>
<td>• *Anderson (2004)</td>
<td></td>
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<td></td>
<td></td>
<td>• *O’Connor (1996)</td>
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<td>• **Soderman (2013)</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Word Meaning/Vocabulary Development</td>
<td>• What does Vocabulary Development Look Like?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does Vocabulary Develop?</td>
<td>• Development Differences</td>
<td></td>
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<tr>
<td></td>
<td>• Development Differences</td>
<td>• *Broemmel (2015)</td>
<td></td>
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<tr>
<td></td>
<td>• *Using APA Style/Structure</td>
<td>• **Toumpaniari (2015)</td>
<td>*Article Critique Due</td>
</tr>
<tr>
<td></td>
<td>• Structure of a literature review</td>
<td></td>
<td>OR</td>
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<td>**Focal Student</td>
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<td>Observation #1</td>
</tr>
<tr>
<td>9/28</td>
<td>No Class: Work Day</td>
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<tr>
<td>10/5</td>
<td>Grammatical Development</td>
<td>• What does Grammatical Development Look Like?</td>
<td></td>
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<tr>
<td></td>
<td>• How does use of</td>
<td>• B&amp;P Ch. 6</td>
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<td></td>
<td></td>
<td>• Definitional Distinction</td>
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<tr>
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<td></td>
<td>Reading Response #3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>------</td>
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<td></td>
</tr>
</tbody>
</table>
| 10/12 | **Beginning Reading Development** | - Models of reading  
- Differences in word reading  
- *Synthesizing research  
*B&P Ch. 7 (pp. 171-187)  
*Research Question, Rationale, & Reference List Due  
OR  
**Focal Student Observation #2 Due |
| 10/19 | **Beginning Reading Development** | - Development of word reading  
- Differences in word reading  
- *Synthesizing research  
*B&P Ch. 7 (pp. 187-213)  
*Ehri (2005)  
**Rieg (2009) |
| 10/26 | **Reading Comprehension Development** | - Structural Aspects of Comprehension: Memory and Knowledge  
- Functional Aspects of Comprehension: Orienting, Coherence, and Strategies  
*B&P Ch. 8 (pp. 214-229)  
Reading Response #4 |
| 11/2 | **Reading Comprehension Development** | - Comprehension Development  
- Developmental Differences in Comprehension  
*B&P Ch. 8 (pp. 229-248)  
*Aukerman (2016)  
**Lee (2013) OR  
**Lipka (2012) OR  
**Moses (2013)  
*Draft of one section of Literature Review Due  
OR  
**Draft of one section of Focal Student Project Due |
| 11/9 | **Writing Development** | - Writing competence  
- Developmental Trends in Writing  
- Developmental Differences in Writing  
*B&P Ch. 9  
*Eitelgeorge (2004)  
**Adoniou (2013) OR  
**Serrano (2007) OR  
**Yaden (2004)  
Reading Response #5 |
| 11/16 | **Sociocultural Issues** | - Gender issues  
- SES  
- Ethnicity  
- Dialect  
*B&P Ch. 11  
*John-Steiner (1996) OR  
*Kabuto (2016)  
**Van Duinen (2008) OR  
**Wang (2011) |
<p>| 11/23 | <strong>NO CLASS: Thanksgiving Holiday</strong> |
| 11/30 | <strong>NO CLASS: Literacy Research Association Annual Conference</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12/7  | Motivational Issues                        | • Nature of motivation: Goals, Knowledge, Metacognitive processes, Social relationships  
|       |                                            | • Developmental trends                     | • #B&P Ch. 10                                |
| 12/14 | Final Products Due Electronically          |                                            | *Literature Review Paper (due via email)    
|       |                                            |                                            | OR**Focal Student Project (due via email)    |

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.
Grades
Final grades for this course will be based on 200 points. The grading scale is as follows:

<table>
<thead>
<tr>
<th>#Class Attendance and Participation</th>
<th>10 pts.</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Reading Responses (5 @ 10 points each)</td>
<td>50 pts.</td>
<td>25%</td>
</tr>
<tr>
<td>*Article Critique (1 @ 40 points) OR **Focal Student Observations (2 @ 20 points each)</td>
<td>40 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>*Literature Review (1 @ 100 points) OR **Focal Student Project (1 @ 100 points)</td>
<td>100 pts.</td>
<td>50%</td>
</tr>
<tr>
<td>**TOTAL</td>
<td>200 pts.</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-200</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 140</td>
<td>&lt; 69.9%</td>
<td>E</td>
</tr>
</tbody>
</table>

Final Exam Information
There will be no final exam for this course.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
Mid-term grades are not required for graduate courses as per university policy.

Policy on Academic Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please contact the professor as soon as possible. The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify the professor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

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

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

1) Email or call me (and your team partners) before the start of class (or as soon as is reasonably
possible) to let me know of your absence

2) Contact me to learn about what you missed and to arrange to make up any missed work.

You also may be required provide documentation, depending on the nature of your absence (e.g.,
doctor’s note). The instructor may also excuse other absences at her discretion for unusual
circumstances. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

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

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

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

**Policy on Excused Absences:**

Students need to notify the professor (and your team teaching partners) of absences prior to class
when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a)
serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious
holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the
professor.

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

Students are expected to withdraw from the class if more than 20% of the classes scheduled for
the semester are missed (excused or unexcused) per university policy.

**Policy on Make-up Opportunities:**

Student who have excused absences from class should contact the professor to jointly negotiate how
to make-up course content and submit assignments.

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused.
Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when
students claim an excused absence because of illness or death in the family. Appropriate
notification of absences due to university-related trips is required prior to the absence.
Excessive Absences
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: *If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class, contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)*

Policy on Submission of Assignments:
Assignments will be submitted electronically through Canvas or via email as explained by the professor. All work must be turned in on time and of a quality reflecting a professional educator. Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late assignments will only be accepted with valid excuses according to University of Kentucky policies. Late work will be penalized. Late work will be reduced 10% each of the first two days after the due date. After two days, the assignments may not be accepted, at my discretion.

Academic honesty is expected at all times in accordance with published UK policies.

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

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: [http://www.uky.edu/Ombud](http://www.uky.edu/Ombud). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of [Student Rights and Responsibilities](http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work,
written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Course Components
Course content, readings, and assessments have been selected and arranged in compliance with policies set forth by the International Literacy Association (SPA) Standards for Reading Professionals, Kentucky Teacher Standards-Advanced, Kentucky Core Academic Standards, and the University of Kentucky Functional Skills and Dispositions.

More formal assignments (e.g., Literature Review) should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (6th ed.) guidelines should be followed. Please submit assignments electronically, via Canvas or email as described by the professor.

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

**Late Assignments**

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

**Classroom Behavior, Decorum, Civility and Professional Preparations:**
The Literacy Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at [http://education.uky.edu/AcadServ/content/student-handbook-education-programs](http://education.uky.edu/AcadServ/content/student-handbook-education-programs)). These include: (a) communicating appropriately and effectively, (b) demonstrating constructive attitudes, (c) demonstrating the ability to conceptualize key content, (d) interacting appropriately with diverse groups in educational settings (including colleagues and students), and (e) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

**Group Work and Student Collaboration Policy:**
While our class discussions will be collaborative, the assignments in the course are to be completed independently.

**Ethics Statement**
This course and its participants will not tolerate discrimination, violence, or vandalism. Curriculum & Instruction (Literacy Education program) is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their
UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Literacy Specialist program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the professor if you have questions regarding this requirement.

### Course Requirements and Assignments

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#Attendance &amp; Participation</strong> <em>(10 points)</em></td>
<td>Your attendance and thoughtful participation are essential to this class! Please refer to the absence policy, above. You will earn points for attending each class (including being on time!). You will also earn participation points for participating in class discussions and peer/small group work.</td>
</tr>
<tr>
<td><strong>#Reading Responses</strong> <em>(50 points – 10 each)</em></td>
<td>Approximately every other week, you will complete a written response related to course readings. For each response, I will develop a set of written prompts or some other activity for you to complete; these will be given to you in advance of the due date. You will post your responses on our course’s Canvas site, and they will be graded. Your responses should show evidence of critical thinking, reflectivity, and an ability to integrate information that you have read. Additionally, I encourage you to read and respond to each other’s responses, and even to pose your own questions to the group. See grading rubric on page 16</td>
</tr>
<tr>
<td><strong>Article Critique</strong> <em>(40 points)</em></td>
<td>You will complete a critique of a research article that we read together in class. The purpose of the critique is to help you learn how to think and write critically about individual pieces of research, which will help prepare you for the larger review paper that is due at the end of the semester. Your critique should include a coherent summary of the research article followed by a critical analysis of the theoretical framework and methodology used by the author; it should be no longer than 5 double-spaced, typed pages. You must follow APA style. See grading rubric on page 17</td>
</tr>
<tr>
<td><strong>Literature Review</strong> <em>(100 points)</em></td>
<td>This integrative project is designed to help you learn how to gather, review, critique, and synthesize research. You will study and examine a question, issue, or problem related to language and literacy development that is of interest to you. The course will be designed to assist you with this paper. I will collect your in-progress work at two points and provide you with feedback. As described below, these intermediate submissions will include: (1) the topic of your review, your research questions, and the rationale for why you are studying this topic, along with a reference list of the research you are reading and reviewing for the paper, and (2) a draft of one section of your review of literature. My reactions will be for feedback only, not for a grade at that point. See grading rubric on page 20-21</td>
</tr>
<tr>
<td>Introduction &amp; Statement of Problem <em>(10 pts.)</em></td>
<td>You will introduce the reader to your topic of study and your research question, issue, or problem (i.e., What do I need to know?). You need to convince your reader that the topic has educational significance and that</td>
</tr>
<tr>
<td><strong>Theoretical/Conceptual Framework (5 pts.)</strong></td>
<td>There is a need for exploring the topic in detail (e.g., Why is this subject important? Why do I need to know this?). Here you will explain and describe, in detail, those theories that frame and are pertinent to your topic or issue. Your goal here is to provide the reader with the background that situates and links your topic to relevant theoretical perspectives.</td>
</tr>
<tr>
<td><strong>Review of Research Literature (60 pts.)</strong></td>
<td>You will review and critique relevant research studies that have examined and explored your question, issue, or topic (and that most likely have attempted to elucidate some part of a theory explained in your theoretical framework). You must find relevant research, review it, critique it, and synthesize it in a manner that sheds new light on the topic. <strong>You should review, critique, and synthesize at least 10 pieces of research in this section.</strong></td>
</tr>
<tr>
<td><strong>Implications for Reading Instruction (10 pts.)</strong></td>
<td>Provide an explanation of the practical implications of the research you reviewed. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of the research you reviewed?</td>
</tr>
<tr>
<td><strong>Conclusions (10 pts.)</strong></td>
<td>Here you will summarize your work by discussing how the theoretical framework and your review of literature come together to shed new light on the problem, question of interest, or issue that you examined. In other words, what new insights are available from looking at all of the studies you reviewed that were not possible by reading each study on its own?</td>
</tr>
<tr>
<td><strong>Reference List/APA Style (5 pts.)</strong></td>
<td>You must present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style.</td>
</tr>
</tbody>
</table>

**Focal Student Observation (40 pts. – 20 pts. each)**
- What type of observation did you conduct? (e.g., running record, anecdotal, narrative, checklist, event sample, time sample, frequency count, work samples, interviews)
- What was the focus/objective of your observation? (e.g., oral language, vocabulary, grammar, word recognition, comprehension, writing)
- What were the questions that guided your observation? (i.e., what were you looking for)
- What was the setting of the observation?
- What was the length of the observation?
- Detailed description of the observation

See grading rubric on p. 23

**Focal Student Observation Project (100 pts.)**
- This integrative project is designed to help you learn how to observe students’ language and literacy development and interpret their growth. You will derive a question, issue, or problem related to language and literacy development that is of interest to you. The course will be designed to assist you with this paper. I will collect your in-progress observations at two points and provide you with feedback.

See grading rubric on p. 24

**Introduction to Problem and Background Information (10 pts.)**
- In this section you will describe the background of your focal student including age, gender, race, ethnicity, socioeconomic status, linguistic background, physical characteristics, social characteristics, emotional characteristics, why/how you selected the student, and any other information you feel is pertinent. As well, you will describe the problem or issue that motivated your observations of your focal student.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations (50 pts.)</td>
<td>In this section you will describe your observations of your focal student. You are required to conduct <strong>at least 5 observations</strong> of your focal student over the semester. These observations should describe your focal student’s development in at least 5 of the following 7 language and literacy areas over time: (a) oral language development, (b) phonological development, (c) grammatical development, (d) vocabulary development, (e) word recognition development, (f) comprehension development, or (g) writing development. As well, you may include discussion of any sociocultural or motivational issues that may influence your student’s language and literacy development.</td>
</tr>
<tr>
<td>Interpretations and Developmental Trends (10 pts.)</td>
<td>In this section you will look across all of your observations and synthesize the information you have gathered to interpret the data in terms of your student’s language and literacy development. As well, describe any developmental trends you discovered about your student’s language and literacy development over time. Where possible try to make connections to our readings from class to ground your interpretations.</td>
</tr>
<tr>
<td>Implications for Practice (10 pts.)</td>
<td>Provide an explanation of the practical implications of your observations. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of what you have learned from your observations over time?</td>
</tr>
<tr>
<td>Artifacts/Literacy Samples (5 pts.)</td>
<td>In this section share any transcriptions of oral language, vocabulary examples, grammar examples, reading artifacts, writing samples, etc. You may opt to embed these samples as you describe and interpret your observations.</td>
</tr>
<tr>
<td>Conclusions (10 pts.)</td>
<td>Here you will summarize your work by discussing how your observations and interpretations shed new light on the student you observed. In other words, what new insights did you gain as a result of examining all of the observations?</td>
</tr>
<tr>
<td>References (5 pts.)</td>
<td>You must present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style.</td>
</tr>
</tbody>
</table>
Reading Responses

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

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

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>• Strong evidence of critical thinking</td>
<td>• Some evidence of critical thinking</td>
<td>• Little or no evidence of critical thinking</td>
</tr>
<tr>
<td></td>
<td>• Strong evidence of relevant, insightful reflections</td>
<td>• Some evidence of relevant, insightful reflections</td>
<td>• Little or no evidence of relevant, insightful reflections</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>2 points</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Connections</td>
<td>• Clear connections are made to course readings, discussions, and related experiences</td>
<td>• Connections are made to course readings, discussions, and related experiences</td>
<td>• No connections are made to course readings, discussions, or related experiences</td>
</tr>
<tr>
<td></td>
<td>2 point</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>5 points</strong></td>
<td><strong>3-4 points</strong></td>
<td><strong>0-2 points</strong></td>
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</tbody>
</table>
**Article Critique Rubric**

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

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection</strong></td>
<td>• Research report selected is current (within last 10 years)</td>
<td>• Research report selected is current (within last 10 years)</td>
<td>• Research report selected is not current (more than 10 years old)</td>
</tr>
<tr>
<td></td>
<td>• Research report is highly relevant to the field of family literacy</td>
<td>• Research report is somewhat relevant to the field of family literacy</td>
<td>• Research report is not relevant to the field of family literacy</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>2 points</td>
<td>0-1 points</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>• All aspects of the research study (review of literature, all parts of methodology, conclusions) are summarized clearly, coherently, and concisely</td>
<td>• Most aspects of the research study are summarized clearly, coherently, and concisely OR all parts are summarized, but not coherently or concisely</td>
<td>More than 2 aspects of the research study are not summarized</td>
</tr>
<tr>
<td></td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>Summary is not clear, coherent or concise</td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>• All aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</td>
<td>• Most aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</td>
<td>Only 1-2 aspects of the research study (review of literature, all parts of methodology, conclusions) are critically analyzed</td>
</tr>
<tr>
<td></td>
<td>• Analysis includes critical commentary and provides a rationale for why the criticism is problematic to the study</td>
<td>• Analysis includes some commentary and attempts a rationale for why the criticism is problematic to the study</td>
<td>Analysis includes no commentary, or commentary is inappropriate</td>
</tr>
<tr>
<td></td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>Fewer than 7 points</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• A complete list of all sources is included with the paper</td>
<td>• A complete list of all sources is included with the paper</td>
<td>List of all sources is not included with the paper or is missing</td>
</tr>
<tr>
<td></td>
<td>• APA format is used correctly throughout the paper</td>
<td>• APA format is used correctly throughout the paper, at most 2 errors</td>
<td>APA format is used incorrectly throughout the paper</td>
</tr>
<tr>
<td></td>
<td>• Paper is error-free or has at most 2 mechanical errors per page</td>
<td>• Paper has at most 3-4 mechanical errors per page</td>
<td>Paper has at more than 4 mechanical errors per page; more errors result in more points lost</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>1 point</td>
<td>0-1 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>23-25 points</td>
<td>18-22 points</td>
<td>&lt; 18 points</td>
</tr>
</tbody>
</table>
Literature Review Description

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

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

a. *Introduction and Statement of Problem/Rationale:* Introduce the reader to your topic of study and your research question, issue, or problem (i.e., What do I need to know?) and convince your reader that the topic has educational significance and that there is a need for exploring the topic in detail (e.g., Why is this subject important? Why do I need to know this?). You also should cite relevant literature, research, or statistics that support the need for investigation.

b. *Theoretical/Conceptual Framework:* Explain and describe, in detail, those theories that frame and are pertinent to your topic or issue. Provide the reader with the background that situates your topic within relevant theoretical perspectives.

c. *Review of the Research Literature:* Review and critique relevant research studies that have examined and explored your question, issue, or topic (and that most likely have attempted to elucidate some part of a theory explained in your theoretical framework). Your goal here is to find relevant research, review it, critique it, and synthesize it in a manner that sheds new light on the question, issue, or topic. You should make connections and linkages between each of the studies in order to synthesize. This section is the “meat” of your paper. **You should review, critique, and synthesize at least 10 pieces of research in this section.** You should rely on literacy journals publishing high quality literacy research; we will discuss appropriate journals in class.

d. *Implications for Reading Instruction:* Provide an explanation of the practical implications of the research you reviewed. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of the research you reviewed?

e. *Summary and Conclusions:* Summarize your work by discussing how the theoretical framework and your review of literature come together to shed new light on the problem, question of interest, or issue that you examined. What new insights are available from looking at all of the studies you reviewed that were not possible by reading each study on its own?

f. *Reference List and APA Style (10 points):* You will present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style. If you are unfamiliar with APA style, you should purchase the 6th Edition of the handbook of the American Psychological Association (APA) and use it as a guide. Your final paper should be typed, double-spaced in 11- or 12-point Times New Roman or Calibri font.
Name _________________________________

Scoring Sheet: Literature Review Assignment

1. Introduction and Statement of Problem/Rationale (10 points): __________
   • Well-defined and clearly articulated issue or problem.
   • Relevant literature is cited to support the need for studying the issue.

2. Theoretical/Conceptual Framework (5 points): __________
   • Theories that frame and are pertinent to your topic or issue are explained well.
   • Sufficient background is provided to situate and link your topic to relevant theoretical perspectives.

3. Review of the Research Literature (60 points): __________
   • Relevant historical and current research related to your topic has been reviewed, critiqued, and synthesized in a manner that sheds new light on the question, issue, or topic (at least 10 pieces of research).
   • Unique connections and linkages between each of the studies (or groups of studies) are readily apparent.

4. Implications for Reading Instruction (10 points): __________
   • An explanation of the practical implications of the research reviewed is provided.

5. Summary and Conclusions (10 points): __________
   • A summary of your work is provided that includes a discussion of how the theoretical framework and your review of literature come together to shed new light on the problem, question of interest, or issue that you examined.

6. Reference List and APA Style (5 points): __________
   • A list of all sources cited within your paper is provided.
   • This list, and the paper itself are in APA style.
# Literature Review Scoring Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>• Includes a well-defined and clearly articulated issue or problem.</td>
<td>• Defines an issue or problem.</td>
<td>• Problem/issue is poorly defined (or not defined).</td>
</tr>
<tr>
<td></td>
<td>• Relevant literature is carefully selected to support the need for study.</td>
<td>• Some relevant literature is cited to support the need for studying the issue.</td>
<td>• No relevant literature is cited to support the need for studying the issue.</td>
</tr>
<tr>
<td>(10 points)</td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>&lt; 7 points</td>
</tr>
<tr>
<td><strong>Theoretical Framework</strong></td>
<td>• Theories that frame and are pertinent to the topic are explained well.</td>
<td>• Theories that frame and are pertinent to the topic are explained.</td>
<td>• Theories that frame and are pertinent to the topic are partially explained, omitted or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>• Background to situate and link the topic to relevant theoretical perspectives is fully discussed.</td>
<td>• Sufficient background is provided to situate the topic within relevant theoretical perspectives.</td>
<td>• No or insufficient background is provided to situate topic within relevant theoretical perspectives.</td>
</tr>
<tr>
<td>(5 points)</td>
<td>5 points</td>
<td>3-4 points</td>
<td>&lt; 3 points</td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td>• Review includes all 10 pieces of research.</td>
<td>• Review includes all 10 pieces of research.</td>
<td>• Review does not include all 10 pieces of research.</td>
</tr>
<tr>
<td>(30 points + 30 points, below)</td>
<td>• Research studies reviewed are summarized clearly, coherently, and concisely so that readers get a clear understanding of each study.</td>
<td>• Research studies reviewed are summarized clearly and coherently, but may be either too brief or overly wordy or lengthy.</td>
<td>• Research studies are not summarized, or are summarized in less than a sentence or two, or done poorly so the reader cannot understand what occurred in the studies.</td>
</tr>
<tr>
<td></td>
<td>27-30 points</td>
<td>21-26 points</td>
<td>&lt; 21 points</td>
</tr>
<tr>
<td><strong>Intertextual links</strong></td>
<td>• The paper provides intertextual links between all research studies, and the links made are coherent and help one understand the topic better.</td>
<td>• The paper provides intertextual links between most research studies, and the links made are coherent and help one understand the topic better.</td>
<td>• The paper does not provide intertextual links between the research studies. The summaries stand alone in isolation from one another.</td>
</tr>
<tr>
<td>(10 points)</td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>&lt; 7 points</td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>• Aspects of all research studies are critically analyzed, and the analysis is used to help link studies to one another.</td>
<td>• Aspects of most research studies are critically analyzed, and the analysis is used to help link studies to one another.</td>
<td>• No or few aspects of any of the research studies are critically analyzed. Analysis is not used to connect research studies together.</td>
</tr>
<tr>
<td>(10 points)</td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>&lt; 7 points</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>• All research studies are pulled together in a manner that sheds new light on the topic.</td>
<td>• Most of the research studies are pulled together in a manner that sheds new light on the topic.</td>
<td>• Research studies are not synthesized, or pulled together, at the end of this section.</td>
</tr>
<tr>
<td>(10 points)</td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>&lt; 7 points</td>
</tr>
</tbody>
</table>
| Implications (10 points) | • A thorough explanation of the practical implications of the research reviewed  
• Implications are significant for the field.  
9-10 points | • An explanation of the practical implications of the research reviewed  
• Implications are acceptable for the field.  
7-8 points | • Insufficient or no explanation of the practical implications of the research reviewed  
• Implications are inappropriate.  
< 7 points |
|---|---|---|---|
| Conclusion (10 points) | • Thorough discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.  
9-10 points | • Adequate discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.  
7-8 points | • No or poor discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined.  
< 7 points |
| References/ APA format (5 points) | • A complete list of all sources cited is provided.  
• This list, and the paper itself, are in APA style.  
• Paper is error-free or has at most 1 error per page (this includes spelling, grammar, and other mechanics)  
5 points | • A complete list of all sources cited is provided.  
• This list, and the paper itself, are in APA style.  
• Paper contains 2-4 errors per page (this includes spelling, grammar, and other mechanics)  
3-4 points | • List of sources is incomplete.  
• APA style is not used throughout paper.  
• Paper contains more than 4 errors per page (this includes spelling, grammar, and other mechanics)  
< 3 points |
| TOTAL | 90-100 points | 70-89 points | < 70 points |
Focal Student Observation

You will conduct at least 5 observations as part of your Focal Student Observation Project; however, you will turn in 2 of those observations for feedback and grading earlier in the semester. Each observation should last at least 30 minutes. Each observation will be 20 points and will be scored using the following rubric.

Your observation write up should include the following:

- Type of observation conducted (e.g., running record, anecdotal, narrative, checklist, event sample, time sample, frequency count, work samples, interviews)
- Focus/objective of observation (e.g., oral language, vocabulary, grammar, word recognition, comprehension, writing)
- What questions guided your observation? (i.e., what were you looking for)
- What was the setting of the observation?
- What was the length of the observation?
- Detailed description of the observation

### Focal Student Observation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Type of Observation</strong></td>
<td>• The type of observation engaged in is thoroughly and accurately described</td>
<td>• The type of observation engaged in is described</td>
<td>• The type of observation engaged in is not described</td>
</tr>
<tr>
<td>(2 pts.)</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>• The focus and objective of the observation are both thoroughly and accurately described</td>
<td>• The focus and objective of the observation are described</td>
<td>• The focus and objective of the observation are not described</td>
</tr>
<tr>
<td>(2 pts.)</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>• The questions that guided the observation are thoroughly and accurately described</td>
<td>• The questions that guided the observation are described</td>
<td>• The questions that guided the observation is not described</td>
</tr>
<tr>
<td>(2 pts.)</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>• The setting of the observation is thoroughly and vividly described</td>
<td>• The setting of the observation is described</td>
<td>• The setting of the observation is not described</td>
</tr>
<tr>
<td>(2 pts.)</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>• The length of the observation is thoroughly described</td>
<td>• The length of the observation is described</td>
<td>• The length of the observation is not described</td>
</tr>
<tr>
<td>(2 pts.)</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>• Vivid and detailed description of the observation</td>
<td>• Detailed description of the observation</td>
<td>• Unclear or incoherent description of the observation</td>
</tr>
<tr>
<td>(10 pts.)</td>
<td>9-10 points</td>
<td>7-8 points</td>
<td>Observation does not include artifacts to support description (e.g., transcripts, pictures, reading samples, writing samples, etc.)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18-20 points</td>
<td>12-17 points</td>
<td>&lt; 12 points</td>
</tr>
<tr>
<td>(20 pts.)</td>
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<td></td>
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</table>
Focal Student Observation Project Description

This integrative project is designed to help you learn how to observe students’ language and literacy development and interpret their growth. You will derive a question, issue, or problem related to language and literacy development that is of interest to you. The course will be designed to assist you with this paper. I will collect your in-progress observations at two points and provide you with feedback. First, you will submit the introduction for your project and one observation, which will be graded. Then you will submit a second observation, which will also be graded. Later, you will turn in a draft of one section of your project; my reactions will be for feedback only, not for a grade at that point.

At the end of the course, you will turn in a completed Focal Student Observation Project. I will look for the following key elements:

a. **Introduction to Problem and Background Information:** In this section you will describe the background of your focal student including age, gender, race, ethnicity, socioeconomic status, linguistic background, physical characteristics, social characteristics, emotional characteristics, why/how you selected the student, and any other information you feel is pertinent. As well, you will describe the problem or issue that motivated your observations of your focal student.

b. **Observations:** In this section you will describe your observations of your focal student. You are required to conduct at least 5 observations of your focal student over the semester. These observations should describe your focal student’s development in at least 5 of the following 7 language and literacy areas over time: (a) oral language development, (b) phonological development, (c) grammatical development, (d) vocabulary development, (e) word recognition development, (f) comprehension development, or (g) writing development. As well, you may include discussion of any sociocultural or motivational issues that may influence your student’s language and literacy development.

c. **Interpretations and Developmental Trends:** In this section you will look across all of your observations and synthesize the information you have gathered to interpret the data in terms of your student’s language and literacy development. As well, describe any developmental trends you discovered about your student’s language and literacy development over time. Where possible try to make connections to our readings from class.

d. **Implications for Practice:** Provide an explanation of the practical implications of your observations. A question that should guide your writing throughout this section is: What should practitioners know or do in their classrooms as a result of what you have learned from your observations over time?

e. **Artifacts/Literacy Samples:** In this section share any transcriptions of oral language, vocabulary examples, grammar examples, reading artifacts, writing samples, etc. You may opt to embed these samples as you describe and interpret your observations.

f. **Conclusions:** Here you will summarize your work by discussing how your observations and interpretations shed new light on the student you observed. In other words, what new insights did you gain as a result of examining all of the observations?

g. **References:** You must present a list of all sources cited within your paper. This list, and the paper itself, must be in APA style.
<table>
<thead>
<tr>
<th>Focal Student Observation Project Rubric</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
</table>
| **Introduction to Problem and Background Information (10 pts.)** | • Includes a well-defined and clearly articulated issue or problem.  
• Vivid and detailed description of the student’s background including age, gender, race, ethnicity, socioeconomic status, linguistic background, physical characteristics, social characteristics, emotional characteristics, and why/how you selected the student. | • Defines an issue or problem.  
• Adequate description of the student’s background including age, gender, race, ethnicity, socioeconomic status, linguistic background, physical characteristics, social characteristics, emotional characteristics, and why/how you selected the student. | • Problem/issue is poorly defined (or not defined).  
• Description of the student’s background is unclear, lacks detail, or does not include information related to the following: age, gender, race, ethnicity, socioeconomic status, linguistic background, physical characteristics, social characteristics, emotional characteristics, and why/how you selected the student |
| 9-10 points | 7-8 points | < 7 points |
| **Observations (50 pts.)** | • Includes 5 or more observations  
• Vivid and detailed descriptions of observations in at least 5 of the following 7 language and literacy areas over time: (a) oral language development, (b) phonological development, (c) grammatical development, (d) vocabulary development, (e) word recognition development, (f) comprehension development, or (g) writing development.  
• Discussion of how sociocultural or motivational issues that may influence your student’s language and literacy development is included | • Includes at least 5 observations  
• Adequate descriptions of observations in at least 5 of the following 7 language and literacy areas over time: (a) oral language development, (b) phonological development, (c) grammatical development, (d) vocabulary development, (e) word recognition development, (f) comprehension development, or (g) writing development.  
• Discussion synthesizes information across all observations on student’s language and literacy development.  
• Developmental trends about student’s language and literacy development over time discussed. | • Does not include at least 5 observations  
• Descriptions of observations are unclear, lack detail, or does not cover at least 5 of the following 7 language and literacy areas over time: (a) oral language development, (b) phonological development, (c) grammatical development, (d) vocabulary development, (e) word recognition development, (f) comprehension development, or (g) writing development.  
• Discussion on student’s language and literacy development is unclear or disjoint.  
• Developmental trends about student’s language and literacy development over time not discussed.  
• Connections to readings |
| 45-50 points | 35-44 points | < 34 points |
| **Interpretations and Developmental Trends (10 pts.)** | • Discussion synthesizes information across all observations and sheds new light on student’s language and literacy development.  
• Developmental trends about student’s language and literacy development | • Discussion synthesizes information across all observations on student’s language and literacy development.  
• Developmental trends about student’s language and literacy development over time discussed. | • Discussion on student’s language and literacy development is unclear or disjoint.  
• Developmental trends about student’s language and literacy development over time not discussed.  
• Connections to readings |
|                          | over time discussed with insight.  
|--------------------------|----------------------------------------------------------------------------------
|                          | • Connections to readings from class are appropriate and insightful.              |
|                          | 9-10 points                                                                     |
|                          | Connections to readings from class are made.                                    |
|                          | 7-8 points                                                                       |
|                          | from class are not made.                                                         |
|                          | <7 points                                                                        |
| **Implications for Practice**  
(10 pts.)                  | • A thorough explanation of the practical implications of the observations      |
|                          | • Implications are significant for the field.                                    |
|                          | 9-10 points                                                                     |
|                          | An explanation of the practical implications of the observations                |
|                          | • Implications are acceptable for the field.                                     |
|                          | 7-8 points                                                                       |
|                          | • Insufficient or no explanation of the practical implications of the observations |
|                          | • Implications are inappropriate.                                                |
|                          | < 7 points                                                                        |
| **Artifacts/Literacy Samples**  
(5 pts.)                    | • Relevant and interesting artifacts and literacy samples are included to enhance description of observations. |
|                          | 5 points                                                                         |
|                          | • Artifacts and literacy samples are included to enhance description of observations. |
|                          | 3-4 points                                                                       |
|                          | • Artifacts and literacy samples are not included, or do not enhance description of observations. |
|                          | < 3 points                                                                        |
| **Conclusions**  
(10 pts.)                  | • Thorough discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined. |
|                          | 9-10 points                                                                     |
|                          | • Adequate discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined. |
|                          | 7-8 points                                                                       |
|                          | • No or poor discussion of how the theoretical framework and review of literature come together to shed new light on the problem, question of interest, or issue that you examined. |
|                          | < 7 points                                                                        |
| **References**  
(5 pts.)                   | • A complete list of all sources cited is provided.                              |
|                          | • This list, and the paper itself, are in APA style.                              |
|                          | • Paper is error-free or has at most 1 error per page (this includes spelling, grammar, and other mechanics) |
|                          | 5 points                                                                         |
|                          | • A complete list of all sources cited is provided.                              |
|                          | • This list, and the paper itself, are in APA style.                              |
|                          | • Paper contains 2-4 errors per page (this includes spelling, grammar, and other mechanics) |
|                          | 3-4 points                                                                       |
|                          | • List of sources is incomplete.                                                 |
|                          | • APA style is not used throughout paper.                                        |
|                          | • Paper contains more than 4 errors per page (this includes spelling, grammar, and other mechanics) |
|                          | < 3 points                                                                        |
| **TOTAL**                  | 90-100 points                                                                    |
|                          | 70-89 points                                                                     |
|                          | < 70 points                                                                      |

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<tbody>
<tr>
<td>1. Articulate theories of language and literacy development across the lifespan</td>
<td>Weekly reading responses</td>
<td>Standard 1: Foundational Knowledge (1.1) Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
<td>KTS-Advanced 1.1 Accurately and effectively communicate an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students</td>
<td>KTS-Advanced 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students</td>
<td>UK FS&amp;D 1 Communicates appropriately &amp; effectively</td>
<td>Rdg 1, 2, 3, 4 Wrtg 1, 2, 3, 4 Spkg/List. 1, 2 Lang: 1,2,3</td>
</tr>
<tr>
<td>2. Articulate current research related to language and literacy development, and apply this research base language and</td>
<td>Weekly reading responses Article critique Literature review assignment</td>
<td>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and</td>
<td>KTS-Advanced 1.1 Accurately and effectively communicate an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students</td>
<td>KTS-Advanced 7.3 Reflects on the evaluations of student learning and instructional practices and develops plans for professional growth.</td>
<td>UK FS&amp;D 3 Demonstrates ability to conceptualize key subject matter, ideas, and relationships</td>
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| literacy instruction in various educational settings | reading–writing connections.  
1.1b. Demonstrate a critical stance toward the scholarship of the profession.  
1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).  
**Standard 4: Diversity (4.1)**  
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.  
**Standard 6: Professional Learning and Leadership (6.1, 6.2, 6.4)**  
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. | professional growth. | relationships  
**UK FS&D 4**  
Interacts appropriately and effectively with diverse groups of colleagues, administrators, students and parents in educational settings |

| 3. Conduct a literature search on a topic related to language and literacy development and synthesize that literature into a coherent literature review | **Literature review assignment**  
1. **Literature review assignment**  
- **Standard 1: Foundational Knowledge**  
  Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.  
  1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.  
  1.1b. Demonstrate a critical stance toward the scholarship of the profession.  
  1.1c. Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).  
**Standard 4: Diversity (4.1, 4.3)**  
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. |

| 1. Research 3. Learning | **KTS-Advanced 1.1**  
Accurately and effectively communicate an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.  
**KTS-Advanced 7.3**  
Reflects on the evaluations of student learning and instructional practices and develops plans for professional growth. | **UK FS&D 1**  
Communicates appropriately & effectively  
**UK FS&D 3**  
Demonstrates ability to conceptualize key subject matter, ideas, and relationships  
**UK FS&D 4**  
Interacts appropriately and effectively with diverse groups of colleagues, administrators, students and parents in educational settings |

| Rdg 1, 2, 3, 4  
**Wrtg 1, 2, 3, 4**  
**Spkg/List. 1, 2**  
**Lang: 1, 2, 3** |
Standards Legend:

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundational Knowledge</td>
<td>1. Research</td>
<td>1. Teacher demonstrates applied content knowledge</td>
<td>Reading:</td>
</tr>
<tr>
<td>2. Curriculum and Instruction</td>
<td>2. Reflection</td>
<td>2. Teacher designs and plans instruction</td>
<td>1. Key ideas and details</td>
</tr>
<tr>
<td>4. Diversity</td>
<td>4. Leading</td>
<td>4. Teacher implements and manages instruction</td>
<td>3. Integration of knowledge and ideas</td>
</tr>
<tr>
<td>5. Literate Environment</td>
<td></td>
<td>5. Teacher assesses and communicates learning results</td>
<td>4. Range of reading and level of text complexity</td>
</tr>
<tr>
<td>6. Professional Learning &amp; Leadership</td>
<td></td>
<td>6. Teacher demonstrates the implementation of technology</td>
<td>Writing:</td>
</tr>
</tbody>
</table>

UK Functional Skills and Dispositions

1. The candidate communicates appropriately & effectively
2. The candidate demonstrates constructive attitudes
3. The candidate demonstrates ability to conceptualize key subject matter ideas and relationships
4. The candidate interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
5. The candidate demonstrates a commitment to professional ethics and behavior.

1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of Writing

Speaking and Listening:
1. Comprehension and collaboration
2. Presentation of knowledge and ideas

Language:
1. Conventions of standard English
2. Knowledge of language
3. Vocabulary acquisition and use
EDC 630: Family Literacy
Tuesdays, 4:30-7:30pm (Face-to-face, 355 Dickey Hall)
Thursdays 4:30-7pm (online)
Additional 3 hours per week of asynchronous online time

Instructor: Dr. Kristen H. Perry
Office Location: 341 Dickey Hall
Phone Number: 859-321-6181 (cell)
Email: kristen.perry@uky.edu
Preferred method for contacting instructor: Email
Anticipated Response Time: Within 24 hours
Office Hours: Before/after face-to-face class meetings, and by appointment
Virtual Office Hours: Made by arrangement via email (meetings can be over the phone or internet)
Technological Assistance: Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300
Course websites: Canvas: https://uk.instructure.com/
Zoom: https://uky.zoom.us/

Course Description
Viewed through a lens of lifelong literacy, this course focuses on developing strong partnerships between families, communities, and schools. Course topics will include: (a) family diversity & multiple literacies, (b) learning about, from, and with families & communities, (c) building upon family/community knowledge and resources in instruction, and (d) designing effective partnerships and family-engagement programs. Course assignments will provide hands-on opportunities to engage with these topics in real-world settings. There are no prerequisites to this course, other than graduate student status.

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

- Explain and critique existing models of family literacy and parent participation in education
- Describe the knowledge and resources that diverse families bring to literacy and education
- Design and implement effective family-oriented educational programming

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 1. Students will be able to both explain and critique existing models of family literacy and parent participation in education | • Reading responses  
• Materials review | • ILA 6.2  
• KY 1.1 |
| 2. Students will be able to describe the knowledge and resources that diverse families bring to literacy and education | • Reading responses  
• Family study | • ILA 4.1  
• KY 1.2, 3.3 |
3. Students will be able to design and implement effective family-oriented educational programming

- Event plans
- Event implementation
- ILA 4.2
- KY 1.2, 2.5, 8.2, 8.3

Required Materials

Books

Articles (available as links through course Canvas site)


Course Components

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>15 points each (x3) = 45 points</td>
<td>As part of your online weekend work, you will complete a written response related to course readings, based upon written prompts or some other provided activity. You will post your responses on our course’s Canvas site, as well as read and respond to your peers’ posts. (See assignment description &amp; rubric on p. 7)</td>
</tr>
<tr>
<td>Materials Review</td>
<td>35 points</td>
<td>You will (a) analyze a set of family literacy materials, including both text and images, to understand the ways in which families, literacy, and parent participation are conceptualized, and (b) discuss implications for families, schools, and programs. Your review will also incorporate a scholarly reflection that integrates course content. (See assignment description &amp; rubric on p. 8)</td>
</tr>
<tr>
<td>Family Study</td>
<td>65 points</td>
<td>You will conduct an in-depth visit with a family who is different from you in some way. Following the home visit, you will write a report that describes (a) the process you used, (b) your findings, (c) insights you gained, and (d) scholarly reflection that integrates course content. (See assignment description &amp; rubric on pp. 9-10)</td>
</tr>
<tr>
<td>Family Event</td>
<td>Preparation = 45 points Implementation = 10 points</td>
<td>You will collaboratively design and implement a family education event that will be implemented on the last night of class. This assignment will be divided into two sections: (1) planning, preparation, and scholarly reflection for the event, which also will count as the online work for the final weekend of the course, and (2) implementation of the event. (See assignment description &amp; rubric on pp. 11-12)</td>
</tr>
</tbody>
</table>

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

Grades

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-200</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 140</td>
<td>&lt; 69.9%</td>
<td>E</td>
</tr>
</tbody>
</table>
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend work</td>
<td>What is parent involvement?</td>
<td>Allen, Ch. 1 &amp; 2 Miano (2011) Dantas &amp; Manyak, Ch. 1</td>
<td>Reading response</td>
</tr>
<tr>
<td>Thirs, May 19th</td>
<td>Learning about families</td>
<td>McIntyre et al. (2001) Dantas &amp; Manyak, Ch. 9</td>
<td></td>
</tr>
<tr>
<td>Weekend work</td>
<td>Building upon family knowledge &amp; resources</td>
<td>Allen, Ch. 3 Dantas &amp; Manyak, Ch. 8 Dantas &amp; Manyak chapter choice</td>
<td>Reading response</td>
</tr>
<tr>
<td>Thirs, May 26th</td>
<td>Home-school connected projects</td>
<td>Allen, Ch. 5 Rowe &amp; Fain's (2013) Wollman-Bonilla (2001)</td>
<td></td>
</tr>
<tr>
<td>Weekend work</td>
<td>Family as classroom &amp; curriculum resource</td>
<td>Allen, Ch. 6-7 Dantas &amp; Manyak <em>(choose either Ch. 11 or Ch. 13)</em></td>
<td>Reading response</td>
</tr>
<tr>
<td>Tues, May 31</td>
<td>Digital family literacies</td>
<td>Allen, Ch. 4 Lewis (2014) Perry &amp; Moses (2011) <em>(omit)</em></td>
<td>Family study</td>
</tr>
<tr>
<td>Thirs, June 2</td>
<td>Children as teachers</td>
<td>Perry (2014) Dantas &amp; Manyak, Ch. 10</td>
<td></td>
</tr>
<tr>
<td>Weekend work</td>
<td>Wrapping Up</td>
<td>Compton-Lilly, Rogers, &amp; Lewis (2012)</td>
<td>Plans for FL Night</td>
</tr>
<tr>
<td>Tues, June 7</td>
<td>Family Literacy Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Final Exam Information
There is no final exam for this course. The Family Literacy Night project and reflective essay serve as culminating experiences.

### Submission of Assignments
Describe expectations for assignment submissions. Paper vs online. Late penalties, other requirements.

### Attendance Policy & Verification of Absences
Your attendance and thoughtful participation are essential in this class, in both the face-to-face and online portions of the class. Unexcused absences will result in the loss of 2 points (1%) from the final grade. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit
“reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737) [http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: [http://www.uky.edu/Ombud](http://www.uky.edu/Ombud). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see [http://www.uky.edu/Faculty/Senate/](http://www.uky.edu/Faculty/Senate/) for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its
origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is [http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).
Reading Responses
45 points (15 points each x 3)

As part of your online weekend work, you will complete a written response related to course readings. For each response, I will develop a set of written prompts or some other activity for you to complete; these will be given to you in advance of the due date. You will post your responses on our course’s Canvas site, as well as read and respond to your peers’ posts.

The format of each response may vary, depending on the nature of the prompts I develop, the nature of the readings you have been asked to do, and the nature of your own experiences. In your responses, therefore, I am not necessarily looking for a particular structure or format. Additionally, I will NOT be focusing on writing mechanics, such as spelling and grammar; however, if your writing contains so many errors that it is difficult to understand, this will be reflected in your content grade. I will be looking for evidence of critical thinking, reflectivity, an ability to integrate information that you have read with your own experiences, and responsiveness to peers in discussion.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>• Strong evidence of critical thinking</td>
<td>• Some evidence of critical thinking</td>
<td>• Little or no evidence of critical thinking</td>
</tr>
<tr>
<td></td>
<td>• Strong evidence of relevant, insightful reflections</td>
<td>• Some evidence of relevant, insightful reflections</td>
<td>• Little or no evidence of relevant, insightful reflections</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td>Connections</td>
<td>• Clear connections are made to course readings, discussions, and related experiences (as appropriate)</td>
<td>• Connections are made to course readings, discussions, and related experiences (as appropriate)</td>
<td>• No appropriate connections are made to course readings, discussions, or related experiences</td>
</tr>
<tr>
<td></td>
<td>5 point</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td>Peer Discussion</td>
<td>• Thoughtful engagement in discussion, based on peer responses</td>
<td>• Some responsiveness to peer posts</td>
<td>• No or inappropriate responses to peer posts</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3-4 points</td>
<td>0-2 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15 points</td>
<td>10-14 points</td>
<td>&lt;10 points</td>
</tr>
</tbody>
</table>
Materials Review

35 points

You will select a set of family literacy materials that are publicly available for analysis. Some examples of possible materials might include: a website, a set of pamphlets, prepared workshop materials, and so forth. Following the example provided in the Anderson et al (2008) reading, you will analyze the materials, including both text and images, to understand the ways in which families, literacy, and parent participation are conceptualized and conveyed in the materials. For example, your analysis should discuss:

1) What messages about families are conveyed in the materials?
2) What messages about literacy are being conveyed?
3) What promises about family literacy are implied or explicitly stated?

In your write-up of this analysis, you will (a) present your analysis, (b) offer a critical discussion of the materials’ conceptualizations, and (c) discuss their implications for families, schools, and programs. In your discussion of implications, you should think from multiple perspectives. For example, how might parents or families from a variety of backgrounds perceive these materials? How could teachers, schools, or family programs revise the materials to improve or change their messages? Throughout your write-up, you will include scholarly reflection that connects your analysis to course content (readings and class discussions) thus far.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis &amp; Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Thoughtful and in-depth analysis of messages about families</td>
<td>• Brief, but appropriate analysis of messages about families</td>
<td>• Poor or no analysis of messages about families</td>
</tr>
<tr>
<td>• Thoughtful and in-depth analysis of messages about literacy</td>
<td>• Brief, but appropriate analysis of messages about literacy</td>
<td>• Poor or no analysis of messages about literacy</td>
</tr>
<tr>
<td>• Thoughtful and in-depth analysis of messages about promises</td>
<td>• Brief, but appropriate analysis of messages about promises</td>
<td>• Poor or no analysis of messages about promises</td>
</tr>
<tr>
<td>• Analyses include clear connections to data from materials</td>
<td>• Analyses include some connections to data from materials</td>
<td>• Analyses include no or inappropriate connections to data from materials</td>
</tr>
<tr>
<td>• Interpretive commentary provides critical discussion of the meaning of the messages</td>
<td>• Interpretive commentary provides brief discussion of the meaning of the messages</td>
<td>• No interpretive commentary, or commentary provides limited or inappropriate discussion of the meaning of the messages</td>
</tr>
<tr>
<td>15 points</td>
<td>11-14 points</td>
<td>&lt; 11 points</td>
</tr>
<tr>
<td>Implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Thorough and thoughtful discussion of the implications of the materials’ message</td>
<td>• Brief, but appropriate discussion of the implications of the materials’ message</td>
<td>• Poor or no discussion of the implications of the materials’ message</td>
</tr>
<tr>
<td>• Implications are presented from multiple perspectives</td>
<td>• Brief presentation of more than one perspective</td>
<td>• Implications are presented from only one perspective</td>
</tr>
<tr>
<td>10 points</td>
<td>7-9 points</td>
<td>&lt; 7 points</td>
</tr>
<tr>
<td>Scholarly Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes many connections to course readings and discussions</td>
<td>• Includes some connections to course readings and discussions</td>
<td>• Includes few or no connections to course readings/discussions</td>
</tr>
<tr>
<td>• Connections are thorough and highly relevant</td>
<td>• Connections are appropriate</td>
<td>• Connections are inappropriate</td>
</tr>
<tr>
<td>10 points</td>
<td>7-9 points</td>
<td>&lt; 7 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31-35 points</td>
<td>24-30 points</td>
</tr>
</tbody>
</table>
In order to develop an understanding of families and what they bring to education and literacy, you will conduct an in-depth family visit with a family of your choice. The family you choose should be different from you in some way that is meaningful to you (e.g., ethnicity/culture, SES, home language, religion, or some other type of difference that you identify). If you are currently working in a school, you may select a family of one of your students or of a student in your school. Alternately, you might ask a classmate to refer you to a family or even work with your own child’s school to identify an appropriate family.

Your stance in this family visit will likely be different than in home visits you might already be familiar with or even have conducted; rather than going into the family’s home to teach them, you will enter their home as a learner, attempting to gain a better understanding of the family’s structure, values, beliefs, and “funds of knowledge.”

After selecting a family and arranging a visit, you will be responsible for collecting data during the visit. You will be working with two sources of data: observations and interviews. You should write detailed observation notes, focusing on things such as the setting of the home, texts that you see in the home, ways in which family members are using those texts, etc. You will also conduct an interview with at least one adult in the home and with at least one child. As a class, we will develop a set of topics/questions that can help to guide your visit and the discussions you have with family members. You also will be free to introduce other topics or explore topics introduced by the families.

Following the family visit, you will write a formal report that describes (a) the process you used, (b) your findings, (c) insights you gained, and (d) scholarly reflection that integrates course content. Your scholarly reflection should address the following two questions:

1. What does it mean to view families (particularly this family) as a resource?
2. How can family literacy programs meet families’ needs (in particular, the needs of this family)?

From your report, I should have a clear understanding of the process you undertook, I should see clear connections between your data (observations & interviews) and your findings (the conclusions you draw) and course content (readings and class discussions/activities), and I should have a clear sense of your own learning as a result of the project. You should also attach a copy of the interview notes you took and the transcription of your interview. (Note: the transcription does not need to be word-for-word! It can just be a brief overview of the topics covered, with pertinent quotations.)

<table>
<thead>
<tr>
<th>Process</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Fully describes selection of family, including reasons for selection</td>
<td>• Partially describes selection of family</td>
<td>• No or limited description of selection of family</td>
</tr>
<tr>
<td></td>
<td>• Fully describes process followed during home visit</td>
<td>• Partially describes process followed during home visit</td>
<td>• No or limited description of process followed during home visit</td>
</tr>
<tr>
<td></td>
<td>• Fully describes focus of observations &amp; interviews</td>
<td>• Partially describes focus of observations &amp; interviews</td>
<td>• No or limited description of focus of observations &amp; interviews</td>
</tr>
<tr>
<td></td>
<td><strong>10 points</strong></td>
<td><strong>7-9 points</strong></td>
<td>&lt; <strong>7 points</strong></td>
</tr>
<tr>
<td>Findings</td>
<td>Insights</td>
<td>Scholarly Connections</td>
<td>Data Sources</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Thoroughly describes the family from an overall educational standpoint</td>
<td>• Reflection on the experience identifies more than three points of learning</td>
<td>• Includes many connections to course readings and discussions</td>
<td>• Detailed observation notes are attached</td>
</tr>
<tr>
<td>• Thoroughly describes the family’s literacy practices</td>
<td>• Reflections are insightful and highly appropriate to the context</td>
<td>• Connections are thorough and highly relevant</td>
<td>• Detailed interview transcripts are attached</td>
</tr>
<tr>
<td>• Description is primarily focused on family strengths, beliefs, experiences &amp; resources</td>
<td>• Reflections are appropriate but not fully explored</td>
<td>• Thoroughly discusses family as a resource</td>
<td>• Observation notes are missing</td>
</tr>
<tr>
<td>• Findings include rich data from at least one adult</td>
<td>• Insights offer some connections to course concepts</td>
<td>• Thoroughly discusses meeting family’s needs</td>
<td>• Interview transcripts are missing</td>
</tr>
<tr>
<td>• Findings include rich data from at least one child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear connections are made between data and conclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-20 points</td>
<td></td>
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<tr>
<td>14-18 points</td>
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<tr>
<td>&lt; 18 points</td>
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</tbody>
</table>

**Insights**

- Reflection on the experience identifies more than three points of learning
- Reflections are insightful and highly appropriate to the context
- Insights offer clear connections to course concepts

**Scholarly Connections**

- Includes many connections to course readings and discussions
- Connections are thorough and highly relevant
- Thoroughly discusses family as a resource
- Thoroughly discusses meeting family’s needs

**Data Sources**

- Detailed observation notes are attached
- Detailed interview transcripts are attached

**TOTAL**

59-65 points  42-58 points  < 42 points
Family Event

55 points (Preparation = 30, Implementation = 10)

As a culminating service-learning experience, you and your classmates will collaboratively design and implement a family education event that will be implemented on the last night of class. This event will be held from 5-7pm on Tuesday, June 7th at the Carnegie Center in downtown Lexington. The theme of the event will be “Celebrating Families.” This event will rely upon and integrate your new knowledge related to families, parent participation, and effective family literacy programming. This assignment has two components: (1) planning and preparation for the event, which also will count as the online work for the final weekend of the course, and (2) implementation of the event.

You will design and prepare an activity that can be implemented at the family education event. Depending on the number of students in the course and the number of stations for activities at the Carnegie Center, you may be designing this activity alone, or you may be collaboratively designing it with a partner or small group. In addition to aligning with the “Celebrating Families” theme, your activity should (a) be hands-on, (b) be intergenerational (i.e., appropriate for multiple ages, and involving family members interacting with each other), and (c) draw upon families’ funds of knowledge.

In preparation for the family event, I will expect that you will turn in an activity plan to me. Your plan will include a detailed description of the activity, as well as a list of any materials you need. Additionally, your plan will include (a) a justification for the activity – that is, an explanation for why this activity is appropriate for a family education event, how it connects with the event’s theme, and the ways in which it draws upon families as a resource – and (b) a scholarly reflection that integrates course content (readings and class discussions/activities). In addition to weaving these connections throughout the justification, you should address the following questions:

1. What is family literacy?
2. How can educators bring families into the classroom and the curriculum?

Implementation of the event will also comprise part of your grade for this assignment. You earn points for arriving on time, being fully prepared to implement your activity, and engaging meaningfully with the families at the event.

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<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Prep – plan</td>
<td>• Thorough and detailed activity plan submitted</td>
<td>• Brief but appropriate activity plan submitted</td>
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<td></td>
<td>• Activity is entirely hands-on</td>
<td>• Activity is mostly hands-on</td>
<td>• Poor or no activity plan submitted</td>
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<td>• Activity is highly intergenerational</td>
<td>• Activity is somewhat intergenerational</td>
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<td>• Activity draws upon families’ funds of knowledge in thoughtful ways</td>
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<td>• Detailed materials list included</td>
<td>• Brief, but acceptable, materials list included</td>
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<td><strong>14-15 points</strong></td>
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<tr>
<td>Prep – justification</td>
<td>Scholarly Reflection</td>
<td>Implementation</td>
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</table>
| • Thorough and thoughtful explanation of activity’s appropriateness  
  • Thorough and thoughtful explanation of connection to Celebrating Families theme  
  • Thorough and thoughtful explanation of how families are used as a resource | • Highly appropriate connections to course content  
  • Thoroughly addresses concept of family literacy  
  • Thoroughly discusses how educators can bring families into classroom & curriculum | • Arrival in plenty of time to set up activity  
  • Fully prepared to implement activity  
  • Thoughtful & meaningful engagement with families |
| 14-14 points | 11-13 points | 9-10 points |
| • Brief explanation of activity’s appropriateness  
  • Brief explanation of connection to Celebrating Families theme  
  • Brief explanation of how families are used as a resource | • Appropriate connections to course content  
  • Addresses concept of family literacy  
  • Discusses how educators can bring families into classroom & curriculum | • Arrival in time to set up activity  
  • Prepared to implement activity  
  • Appropriate engagement with families |
| 11-13 points | 11-13 points | 7-8 points |
| • No or poor explanation of activity’s appropriateness  
  • No or poor explanation of connection to Celebrating Families theme  
  • No or poor explanation of how families are used as a resource | • Poor or no connections to course content  
  • Poor or no discussion of concept of family literacy  
  • Poor or no discussion of how educators can bring families into classroom & curriculum | • Late arrival  
  • Poorly prepared to implement activity  
  • In appropriate engagement with families |
| < 11 points | < 11 points | < 7 points |

**TOTAL**

| 50-55 points | 39-49 points | < 39 points |
EPE 665: Education and Culture

Fall 2014

Instructor: Beth L. Goldstein
Office: 145 Taylor Education Bldg.
Phone: 257-2705
E-mail: bethg@uky.edu
Office Hours: Tuesdays, 5:30-6:30pm and by appointment

Course Description
We will examine the many ways in which scholars in the anthropological and related naturalist traditions of educational research describe, conceptualize and analyze the relationships between culture and education. How is culture defined and used as an analytic concept in different theoretical approaches to the study of education? Why is consideration of culture important to analyses of education? Among the concepts we will address are gender and sexuality; race, ethnicity and difference; language; class; location; and voice, agency and power. We will also attend to the research practices used in qualitative studies of schooling.

Course Requirements
The course assignments include readings, leading and participating in class discussion, responses to classmates on Blackboard, and written assignments as detailed in the following pages. You are required to complete the readings and the discussion papers/cards prior to the class for which they are assigned as they will be the basis for class discussion and exercises. Grading is explained at the end of the syllabus.

Writing improves with editing and thought. If you wish to rewrite an essay you have submitted, let me know within one class period of receiving the graded assignment that you wish to use this option. We will agree on a timeframe for your revision and my review of the revised essay.

Required readings:
*Articles on reserve electronically through the course’s Blackboard shell.

The required texts have been ordered at the University Bookstore and Kennedy Bookstore.

In the following weekly schedule of readings, book length ethnographies are often recommended following the required readings. More complete bibliographic information on these and other educational ethnographies is available in “References” on Blackboard under course information.
Schedule of Readings

9/2  Introduction

9/9  No class (Indonesia)

9/16  Ethnographic Study of Cultural Transmission and Education
  Levinson, “Introduction” and Section 1 Intro,” The Symbolic Animal” SSA.
  Geertz, “The Impact of the Concept of Culture…” Ch.1 SSA.
  Williams, “Culture is Ordinary” Ch.2 SSA.
  *deMarrais, Kathleen, Nelson and Baker (1992), "Meaning in Mud" Anthropology & Education Quarterly 23(2):120-144.

9/23  Interpretive Study of Culture
  Mead, "The Education of the Samoan Child" Ch.3 SSA.
  Basso, "Stalking with Stories" Ch.4 SSA.
  Henry, "Education and the Human Condition" Ch.5 SSA.

9/30  Institutionalization of Formal Education
  Sutton, “Intro to Section II” SSA.
  Cohen, “The Shaping of Men’s Minds” Ch.9 SSA.
  Reed-Danahy, “Habitus and Cultural Identity” Ch.16 SSA.
  *Tripp, Lisa M. (2011) “The computer is not for you to be looking around, it is for schoolwork: Challenges for digital inclusion as Latino immigrant families negotiate children's access to the internet” New Media Society 13:552-567.
  recommended:
  Bettelheim, Children of the Dream (Israel)
  Connell, Making the Difference (Australia)
  Dolby, Constructing Race: Youth, Identity, and Popular Culture in South Africa
  Raissiguier, Becoming Women, Becoming Workers (France)

10/7  International Comparison of Contexts of Learning
  Foster, “Intro to Section III” SSA
  Rival, “Formal Schooling and the Production…” Ch.10 in SSA.
  Flinn, “Transmitting Traditional Values in New Schools” Ch.11 in SSA.
  Bledsoe, "The Cultural Transformation of Western Education" Ch.12 in SSA.
  http://www.urbanedjournal.org/archive/vol8issue1/PUE-Fall-V8I1-pp11-18.pdf
  recommended:
  Corbett Learning to Leave: The irony of schooling in a coastal community
  Hollos and Leis, Becoming Nigerian in Ijo Society
  Lewis, Children of Sanchez (Mexico)
  Ross and Liu, Education in the People’s Republic of China
  Tobin, et al., Preschool in Three Cultures (China, Japan, US)
10/14 Transnational Popular Culture

**First Essay due today**

Remember that your first essay is due to me and your discussion group, posted on Blackboard.


*Forman, Murray “Straight Outta Mogadishu” pp.3-22.*


10/21 Keaton, **Muslim Girls and the Other France**

10/28 American Schooling: Congruence, Conflict and Discontinuity

Borman, et al “Intro to Section IV” SSA.

Eder, “Ability Grouping as Self-fulfilling Prophecy,” Ch.17 in SSA.

Mehan, “Beneath the Skin and between the Ears” Ch.18 SSA.

Choose two of the following three articles:


**recommended:**

Britzman, Practice Makes Practice

Ceglowski, Inside a Head Start Center

Sissel, Staff, Parents, and Politics in Head Start

Jackson, Life in Classrooms

McNeil, Contradictions of Control

Metz, Classrooms and Corridors

Peshkin, Places of Memory

11/4 Race in School

**SECOND ESSAY DUE YESTERDAY.**
Ogbu, "Understanding Cultural Diversity and Learning," Ch.14 in SSA.
Heath, "What No Bedtime Story Means," Ch.13 in SSA.
Fordham, "Those Loud Black Girls," Ch.21 in SSA.

recommended:
Heath, Ways with Words
Ladson-Billings, The Dreamkeepers
Lee, Up Against Whiteness: Race, School And Immigrant Youth
Ogbu, The Next Generation
Rist, The Invisible Children
Schofield, Black and White in School
Pollock, Colormute

11/11 Lareau, Unequal Child­hoods

recommended:
Fine, Framing Dropouts
Gaztambide-Fernandez, The Best of the Best: Becoming Elite at an American Boarding School
Lareau, Home Advantage: Social Class and Parental Intervention
Lipka et al, Transforming the Culture of Schools
Weis, Working Class Without Work
Willis, Learning to Labor

11/18 Education in Community
*Han, Huamei (2011) “Love your China' and Evangelise: Religion, nationalism, racism and immigrant settlement in Canada” Ethnography and Education 6(1):61-79. (See also AEQ 45:1)

Recommended:

11/25 Smyth and McInerney, Becoming Educated
12/2 Post-secondary Education
Holland and Eisenhart, "Moments of Discontent," Ch.19 in SSA.
Choose one:

recommended:
Gowen, The Politics of Workplace Literacy
Holland and Eisenhart, Educated in Romance
Horsman, Too Scared to Learn
Jackson, Intercultural Journeys: From study to residence abroad
McDounough, Choosing Colleges
Moffatt, Coming of Age in New Jersey

12/9 Rethinking the Study of Culture and Education.
Nespor, “Tying Things Together,” Ch.21 SSA.
Eisenhart, “The Fax, the Jazz Player, and the Self-Storyteller,” Ch.24 SSA.

recommended: Ayers, To Teach
Casey, I Answer with My Life
Etter-Lewis, My Soul is My Own
Aisenberg and Harrington, Women of Academe
Maira, Desis in The House: Indian American Youth Culture In Nyc

THIRD ESSAY DUE by 12/16 at the 8pm.
Exercises and assignments:

I. Leading Class, Reading Discussion Papers and Comment Cards

We will divide into groups of 3-4 people. These groups will post written assignments to each other on Blackboard prior to class. The groups will also occasionally have discussion time in class. Each group will also help lead class discussion for two class sessions.

For the first four weeks of assigned readings (9/16 through 10/7) and again on 11/11 (Lareau) and 11/25 (Smyth and McInerney), you are to write a short discussion paper on at least two of that week’s readings or on the assigned book. These one-two page papers (1.5 line-spacing, 12 point font) should summarize the main arguments; briefly critique, comment on and/or compare them; and raise questions for class discussion. Specifically, you should attempt to answer the following questions: 1) what are the most important concepts framing the argument; 2) what is the relationship posited among these concepts, culture and education; 3) what is the main argument/point in each article; 4) how do the readings compare/contrast with each other; and 5) what is your reaction to the arguments. These papers must be posted to your discussion group and to me on Blackboard by 1pm on the Monday prior to the Tuesday class for which they’ve been assigned as reading. Everyone in the group must post a response to at least one other person’s paper prior to class starting. I will not accept these discussion papers nor the comment cards (explained below) late without prior permission.

Beginning the week of 10/14, you are to write a comment ‘card’ each week. Post on Blackboard by 6pm the day before class a set of three comments and/or questions about that class’ readings. The purpose of this assignment is to have questions and ideas formulated prior to class about the readings. These may include points you don’t understand; positions you find controversial, useful, perplexing, worthy of discussion; and/or thoughts on these articles in relation to other readings. This also helps me follow what issues you find of particular note and what questions you have about the readings. I encourage you to respond on Blackboard to one another about these postings. You may "miss" this assignment once (a total of at least six comment postings by the end of the semester). The exceptions are 11/11 when we are reading the Lareau book and 11/25 when we will read the Smyth & McInerney book; you are again to write a 1-2 page response for these, as during the first four weeks of the semester. These two discussion papers will be weighted as those in the first four weeks. You may not take a miss on the Lareau or Smyth & McInerney discussion papers.

II. First essay: A conversation with yourself

You are to write a critical autobiographical essay of 5-7 pages (double-spaced) that reflects on an aspect of your own educational experiences as it pertains to issues we have considered in the readings and class discussion. Make specific reference to the texts we have discussed. More detailed instructions will be distributed in September. Due 10/14 by 7pm. Post this to your group and to me.

III. Second essay: Review essay

You are to write a 6-8 page (double-spaced) analysis of Keaton’s Muslim Girls and the Other France. This essay is an extended version of the weekly papers you’ve been writing. Identify and critique the key points. How does Keaton define and use cultural concepts/constructs? Use course readings to date for conceptual guidance and comparison. This essay is due Monday, 11/3 at 7pm. It will be explained in more detail in class. Post copies to your discussion group.

IV. Third essay: Comparative review essay

You are to write a review essay of a book-length ethnography of your choosing. We will discuss the content of this review in more depth in class. The essay is due no later than 8pm on 12/16.
Grading:
Discussion papers  5 x 3%  15%
Comment cards   6 x 1%    6
Leading class discussion 5
Class participation including Blackboard 4
Essays
   First       20
   Second      20
   Third       30

You may rewrite a submitted essay if you make arrangements within one class period of receiving the graded assignment.

All written work will be assessed on the basis of demonstrated understanding and application of ideas and concepts covered in the course. Also critical are your analytic care, clarity of writing, and attentiveness to grammar, spelling and punctuation. All essays should be typed and double-spaced unless otherwise noted. Include a heading with name, date and assignment number on these essays and number your pages. Papers must have proper citations, preferably using APA style.

The course adheres to UK's policies on integrity, cheating and plagiarism. See the UK Student Handbook and EPE Student Handbooks for details.

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email jkarnes@email.uky.edu).

As adults, I assume that you are taking this class because you want to learn. I further assume that you respect your classmates as co-learners. So, you are expected to attend class weekly, to have completed readings and written assignments on time, and to be prepared to participate in class discussion. Excused absences may include those for illness, family or work emergency, and religious observance. Except in the case of emergencies, any other absence will be excused only with permission prior to class from me.
MCL 690: Culture, Cognition and Second Language Learning
Spring 2016

Instructor:
Dr. Francis Bailey
1051 Patterson Office Towers
University of Kentucky
Tel: 859-257-7025
E-mail: francis.bailey@uky.edu

Course Information:
Wednesday: 4:00 – 6:30
Classroom: Fine Arts Bldg-Rm. 0308A-FA

Bulletin Course Description

This course is designed to engage class participants in the study of learning and teaching in the second language classroom through the study of sociocultural perspectives on second language learning and an exploration of current theories of human cognition and learning. At the heart of the course lies a series of field based research projects in which students investigate their own teaching practices, with the primary focus of the inquiry on direct student-teacher interaction and its impact on learning (micro genesis). The goal is to help students examine their own teaching practices and generate new teaching strategies and techniques.

Course Overview

This course is designed for practicing second language classroom teachers. Teachers study current learning theory – drawing upon both cognitive and sociocultural research - in order to develop their professional skills as learning specialists and improve their ability to teach second language students. Inquiry is central to the course as teachers analyze their own teaching contexts and gather empirical data on classroom teaching/learning processes. They analyze the data for insights into second language learning and instruction, drawing upon perspectives in sociocultural learning theory, human memory systems and second language acquisition theory.

Essential Questions

1. What do second language teachers need to know about the role of culture and human memory to better understand student learning and guide instructional practices?
2. What role does culture play in classroom language learning?
3. What are cultural and cognitive factors to consider when preparing a lesson plan and delivering the lesson in face-to-face teaching?
4. How can teachers use research in their own classes to develop their teaching abilities?
Course TESOL Standards

Domain 1: Standard 1.b. Language Acquisition and Development:

- Candidates understand and apply theories and research in language acquisition and content development to support their ELLs’ English language and literacy learning and/or content-area achievement;
- Candidates demonstrate the ability to inform their teaching practices through the study of cognitive and social learning research and theories;
- Candidates demonstrate the ability to use inquiry into specific teaching contexts.

Domain 2: Culture as It Affects Student Learning:

- Teachers know, understand, and use major theories and research related to the nature and role of culture in their instruction;
- Teachers demonstrate understanding of how cultural groups, cultural processes and individual cultural identities affect language learning and school achievement;
- Teachers use this knowledge to construct learning environments that support ELL’s cultural identities, participation in meaningful social communities, language and literacy development, and/or academic area achievement.
- Teachers are able to use this knowledge to inquire into and document a specific cultural context for ESL teaching in terms of institutional structure and norms, curriculum and assessment, teaching “best practices” and the backgrounds and needs of students.

Student Learning Outcomes

This course is designed to support course participants’ ability to:

1. demonstrate knowledge of human memory systems and their relation to second language development;
2. demonstrate knowledge of the role of culture in learning and its implications for teaching;
3. demonstrate knowledge of core concepts in sociocultural theories of second language learning;
4. use classroom inquiry to gain new insights into L2 learning and teaching;
5. apply knowledge of current learning theories to second language classroom instruction;
6. demonstrate clear evidence of using reflective practices to inform their teaching;
7. prepare a second language Teaching Portfolio documenting competence as “learning specialists.”
Textbooks: The following texts should be purchased for this course:


Recommended Books:


Course Requirements

1. **Participation:** Students are expected to be well prepared for each class and active participants in class discussions, small group tasks and student presentations. Class attendance is expected. (5%)

2. **Conference:** Students are expected to attend two panel sessions in UK’s Kentucky Foreign Language Conference (April 14 - 16). (5%)

3. **Reflective Reading & Writing Tasks:** Students are expected to read course assignments and post summaries and responses online, on a weekly basis. (20%)

4. **Autobiography of a Language Learner:** Students write their autobiography as a second language learner. (10%)

5. **Inquiry Projects:** Qualitative research projects on second language learning and teaching (40%)

6. **Portfolio:** Develop a teaching portfolio around the theme of “learning specialist” in the second language classroom in order to meet TESOL Standards. Portfolio must include an essay and supporting documents. (20%)

**Graduate Student Grades**

* Class Participation 5 %
* KFLC Participation 5 %
* Reflective Writings 20 %
* Autobiography 10 %
* Inquiry Projects 40 %
* Portfolio 20 %

**Graduate Grading Scale**

A = 90–100 percent  
B = 80–89 percent  
C = 70–79 percent  
E = below 70 percent

**Note:** There is no final exam for this course. The culminating course task is the “Portfolio.”
Classroom Behavior Policies
Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

Course Policy for Attendance
This course is designed to be highly interactive, with many opportunities for small group work and whole class discussions. A maximum of two class sessions can be missed. If you do have to miss a class, you are responsible for 1) notifying the instructor, prior to class; 2) making arrangements to collect course materials; 3) posting or turning in any course assignments due that day.

Course Policy on Academic Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the course instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu).

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.
TSL 560 – Literacy Development in the ESL Classroom
Spring 2016 – Mondays 4-6pm
(Practicum at Carnegie Center: Mondays 6-7:15pm)

Instructor: Dr. Kristen H. Perry
Office Location: 341 Dickey Hall
Phone Number: 859-321-6181 (cell)
Email: kristen.perry@uky.edu
Office Hours: Wednesdays from 2:30-3:45, before/after class, and by appointment

Technological Requirements: Computer with internet access or access to UK computer facilities.
Course website: Canvas: https://canvas.instructure.com/
Preferred method for contacting instructor: Email
Anticipated Response Time: Within 24 hours during the work week.

Course Description
This course is designed to introduce students to theory, research, and teaching applications of second language literacy development in the ESL classroom. This is a field-based course, and students will study current teaching methods of literacy instruction and apply those ideas with learners in an ESL setting.

Course Delivery
This course is designed as a weekly face-to-face course with a weekly practicum experience. There are assignments that must be completed in non-university settings (e.g., school, community center, library, etc.). I have set up a practicum experience at the Carnegie Center; however, you can choose to complete your practicum experience in another setting if you wish, as long as it is approved by the instructor.

Course Learning Targets, Outcomes, and Assessments
Literacy lies at the heart of education and plays an essential role in the education of English learners. However, school texts and writing tasks present significant challenges to second language learners. Educators working with these students must become adept at analyzing texts for the linguistic, cultural and genre knowledge required to learn from school based reading and writing tasks. This course is designed to explore the nature of literacy and its development in the school context. In order to gain insights into literacy, we must come to terms with its pivotal function in society and the types of knowledge required to use it effectively.

Students will study current theories of second language development in reading and writing. They will also explore current approaches to literacy instruction from beginning level literacy development to more advanced literacy practices. They also will have opportunities to apply these ideas to their teaching of ESL students in a practicum setting. As a result of this course, students will be able to:

1. Understand and apply the following theories/concepts in teaching:
   a. The functions of literacy in society
   b. The ways in which written and oral texts differ, and the linguistic challenges that ELLs face in mastering literacy skills
   c. The linguistic competencies that learners must master for both academic and everyday settings
   d. The ways in which learners’ linguistic, cultural, socioeconomic and educational backgrounds influence their learning and use of L2 literacy
2. Design an ESL literacy curriculum for both beginning level learners and more advanced learners;
3. Plan, implement, and reflect upon lessons that are (a) informed by research and theory on second language acquisition and (b) guided by language and content objectives that are appropriate to the grade levels and/or proficiency levels of targeted students;
4. Apply appropriate strategies and techniques for teaching basic and more advanced literacy skills;
5. Apply a genre approach to ESL writing development in lesson planning and unit design;
6. Assess and report on student development in literacy

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<tr>
<th>Learning Outcome</th>
<th>Assessment(s)</th>
<th>International Literacy Association Standards (ILA, 2000)</th>
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<tr>
<td>1. Understand and apply the following theories/concepts in teaching:</td>
<td>• Class discussion</td>
<td>• Standard 1: Foundational knowledge</td>
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<tr>
<td>a. The functions of literacy in society</td>
<td>• Final Essay</td>
<td>o Element 1.1</td>
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<td>b. The ways in which written and oral texts differ, and the linguistic challenges</td>
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<td>that ELLs face in mastering literacy skills</td>
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<td>• Standard 4: Diversity</td>
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<td>c. The linguistic competencies that learners must master for both academic and</td>
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<td>o Element 4.1</td>
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<td>everyday settings</td>
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<td>• Standard 6: Professional Learning &amp; Leadership</td>
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<td>d. The ways in which learners’ linguistic, cultural, socioeconomic and educational</td>
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<td>o Element 6.2</td>
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<td>backgrounds influence their learning and use of L2 literacy</td>
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<td>2. Design an ESL literacy curriculum for both beginning level learners and more</td>
<td>• Weekly lesson plans</td>
<td>• Standard 2: Curriculum &amp; Instruction</td>
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<td>advanced learners</td>
<td>• Thematic unit</td>
<td>o Element 2.1</td>
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<td>• Standard 5: Literate Environment</td>
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<td>3. Plan, implement, and reflect upon lessons that are (a) informed by research</td>
<td>• Weekly lesson plans</td>
<td>• Standard 2: Curriculum &amp; Instruction</td>
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<tr>
<td>and theory on second language acquisition and (b) guided by language and content</td>
<td>• Thematic unit</td>
<td>o Element 2.2</td>
</tr>
<tr>
<td>objectives that are appropriate to the grade levels and/or proficiency levels of</td>
<td>• Weekly practicum field experience</td>
<td>• Standard 3: Assessment &amp; Evaluation</td>
</tr>
<tr>
<td>targeted students</td>
<td></td>
<td>o Element 3.3</td>
</tr>
<tr>
<td>4. Apply appropriate strategies and techniques for teaching basic and more</td>
<td>• Weekly lesson plans</td>
<td>• Standard 2: Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>advanced literacy skills</td>
<td>• Weekly practicum field experience</td>
<td>o Element 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Element 2.2</td>
</tr>
<tr>
<td>5. Apply a genre approach to ESL writing development in lesson planning and unit</td>
<td>• Weekly lesson plans</td>
<td>• Standard 2: Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>design</td>
<td>• Thematic unit</td>
<td>o Element 2.3</td>
</tr>
<tr>
<td>6. Assess and report on student development in literacy</td>
<td>• Initial student assessment</td>
<td>• Standard 3: Assessment &amp; Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Final student assessment</td>
<td>o Element 3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Element 3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Element 3.4</td>
</tr>
</tbody>
</table>
Attendance
Your attendance and thoughtful participation are essential in this class, both in the face-to-face portion of the class and in your field placement! Unexcused absences will result in the loss of 2 points (1%) from the final grade. For an absence to be excused, you must:

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

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

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
  a) serious illness;
  b) illness or death of family member;
  c) University-related trips;
  d) major religious holidays;
  e) other circumstances determined by the instructor to be “reasonable cause for absence”.

According to the Rules of the University Senate, those students who have excused absences for more than 20% of the class may be required to withdraw or take an incomplete. This is true even if you are sick and have medical excuses. Students who have unexcused absences for 20% or more of the course may receive a failing grade. The rationale for both of these rules is that people who miss more than 20% are not really receiving the content of the course.

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

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

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

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

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

**Grades**

Final grades for this course will be based on 200 points

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180-200</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 140</td>
<td>&lt; 69.9%</td>
<td>E</td>
</tr>
</tbody>
</table>
## Course Components

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
</tr>
</thead>
</table>
| **Weekly lesson plans** *(50 points – 5 each)* | Each week, you will be working with English learners either individually or as a small group in your field placement (either at the Carnegie Center or in a placement of your choosing). As a teacher, you must be prepared for these sessions! Each week, you will be required to turn in your teaching plans prior to teaching. **Your lesson plans will be due to me (via email) by midnight on Friday**, so that I may have time to respond to them before you teach your lessons. A template is provided for your lesson plans.  
  See template on p. 8 and rubric on p. 9 |
| **Student Assessment Project**          | Good teachers use assessment in a variety of ways that inform their instruction. For this assignment, you will focus on one of your English learners, assessing that student’s English abilities, particularly with respect to literacy. This assignment will have two parts, (a) an initial report, based on initial assessments you choose to get to know your learner and her interests/needs as well as on formative assessments that you use to assess her abilities, and (b) a final report that uses the results of assessments you have applied throughout the semester that describe your student’s progress and achievement in English literacy. See below for details. |
| **Initial report** *(15 points)*       | For the initial assessment report of your student, you will select and apply a variety of assessments to your chosen English learner. Most of these assessments are likely to be formative assessments (i.e., those that you use to inform your instruction). The exact assessments you choose may vary, depending on your particular learner, but might include: interest inventories, student self-assessment, anecdotal records/observations or checklists, student written work, etc. We will discuss appropriate assessments in class. You will write a brief report that explains:  
  - The assessments you chose and your rationale for selecting them  
  - The results of those assessments (i.e., how your student performed)  
  - The implications that your students’ results have for future instruction  
  See rubric on p. 10 |
| **Final report** *(40 points)*         | For the final assessment report of your student, you will report on your student’s progress from the beginning of the semester until the end. The nature of this assignment will be similar to the initial report, in that you will be reporting on your student’s progress based upon the results of your assessments. For the final report, you likely will have additional types of assessments to add to the report. You will write a brief report that explains:  
  - The assessments you chose and your rationale for selecting them  
  - The results of those assessments (i.e., how your student performed)  
  - How your student progressed from the beginning of the semester to the end  
  - Recommendations for future instruction for your student  
  Your initial report will be included as part of the final report (but please be sure to use feedback from the instructor to revise the initial report!).  
  See rubric on p. 11 |
| **Thematic Unit Overview** *(20 points)* | As part of your instruction in the practicum field experience, you will design and implement a curriculum unit (at least three lessons) that is integrated around a single theme. The theme you choose should be relevant and connected to your specific learners. The overview that you turn in will include:  
  - A written rationale for how you selected your unit and how it applies to your particular learners |
| **Final essay**<br>**(75 points)** | A list of overall goals for the unit, with an explanation of how they connect to the unit  
A brief sketch of the sequence of three lessons that you will use, that includes for each lesson:  
Both language and content objectives  
Target vocabulary  
Specific literacy skills to be learned  
Texts/resources to be used  
List of instructional activities  

*See rubric on p. 12*

For your final project for this course, you will write a culminating paper of approximately 7-10 pages (double-spaced) that responds to the following questions:  
What is literacy?  
Learners: What are your beliefs about the development of ESL reading and writing skills?  
Teaching: What are your beliefs about the teaching of reading and writing to English learners?  

Your final paper will be due on **Monday, May 2nd** (during finals week).  

*See rubric on page 13-14*

**Required Texts**

There are three required textbooks:


Additional required readings (available on Canvas OR provided in class):

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

Course Schedule and Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Course overview</td>
<td>Olson et al, Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is literacy?</td>
<td>Young &amp; Hadaway, Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Getting to know each other</td>
<td>Rose, Ch. 1-2</td>
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<tr>
<td></td>
<td>Formative assessment</td>
<td></td>
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<tr>
<td>Feb 1</td>
<td>Vocabulary development</td>
<td>Young &amp; Hadaway, Ch. 6</td>
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<tr>
<td></td>
<td>Lesson planning</td>
<td>Decarrio Holden</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Rose, Ch. 3</td>
<td></td>
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<tr>
<td>Feb 8</td>
<td>Scaffolding &amp; differentiation</td>
<td>Cummins</td>
<td>Lesson Plan #1 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td>Language experience approach</td>
<td>Dutro &amp; Helman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early reading instruction</td>
<td>Young &amp; Hadaway, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Feb 15</td>
<td>Effective instructional practices</td>
<td>Freeman &amp; Freeman</td>
<td>Lesson Plan #2 (midnight Friday)</td>
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<tr>
<td></td>
<td>Reading comprehension</td>
<td>Helman chapter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessing reading</td>
<td>Young &amp; Hadaway, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Language vs. content objectives</td>
<td>Young &amp; Hadaway, Ch. 9</td>
<td>Lesson Plan #3 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td>Scaffolding writing</td>
<td>Olson et al, Ch. 2</td>
<td>Initial Student Assessment (in class)</td>
</tr>
<tr>
<td></td>
<td>Using journals</td>
<td>Rose, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>Developing thematic units</td>
<td>Bear et al</td>
<td>Lesson Plan #4 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td>Spelling development</td>
<td>Young &amp; Hadaway, Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rose, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>Genre approaches to reading</td>
<td>Young &amp; Hadaway, Ch. 10</td>
<td>Lesson Plan #5 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td>and writing instruction</td>
<td>Rose, Ch. 6</td>
<td>Thematic Unit Overview (in class)</td>
</tr>
<tr>
<td>Feb 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Narrative writing</td>
<td>Olson et al, Ch. 3</td>
<td>Lesson Plan #6 (midnight Friday)</td>
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<tr>
<td></td>
<td></td>
<td>Rose, Ch. 7</td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td>Academic language &amp; content literacy</td>
<td>Young &amp; Hadaway, Ch. 3 &amp; 8</td>
<td>Lesson Plan #7 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td>Informative writing</td>
<td>Olson et al, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>Argumentative writing</td>
<td>Olson et al, Ch. 5</td>
<td>Lesson Plan #8 (midnight Friday)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rose, Ch. 8</td>
<td></td>
</tr>
<tr>
<td>Apr 11</td>
<td>6+1 Traits of Writing</td>
<td>Culham materials</td>
<td>Lesson Plan #9 (midnight Friday)</td>
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<tr>
<td>Apr 18</td>
<td>TBD or weather makeup</td>
<td>TBD</td>
<td>Lesson Plan #10 (midnight Friday)</td>
</tr>
<tr>
<td>Apr 25</td>
<td>So...what is literacy?</td>
<td></td>
<td>Final Student Assessment</td>
</tr>
<tr>
<td>May 2</td>
<td>Wrap-up</td>
<td></td>
<td>Final Essay</td>
</tr>
</tbody>
</table>
Weekly Lesson Plans
Due each week of practicum teaching – 5 points each

Each week, you will be working with English learners (either individually or as a small group) in your field placement (either at the Carnegie Center or in a placement of your choosing). As a teacher, you must be prepared for these sessions! Each week, you will be required to turn in your teaching plans prior to teaching. **Your lesson plans will be due to me (via email) by midnight on Friday**, so that I may have time to respond to them before you teach your lessons. You will use the following template for your lesson plans (a digital copy will be provided for you). The grading rubric for your lesson plan follows. *(Please note that I will be grading you on the quality of your planning, NOT on the success of the plan! There is no such thing as a perfect lesson plan, and some of the best learning experiences – for your students AND for you! – come from lessons that do not go as planned.)*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner(s):</td>
<td></td>
</tr>
</tbody>
</table>

**Reflect** on your previous lesson: What went well? What did not go well?

What have you **learned** about the student(s) that will inform this lesson? *(Think about data from assessments or from your previous activities)*

**Objective(s) for this lesson:**

- 

**Brief description of activity:**

- 

List any **materials** you’ll need for this:

**Describe/explain assessment** to be used with this activity (if any):

Will you assign **homework**? If yes, describe:
### Weekly Lesson Plans

*Due each week of practicum teaching – 5 points each*

<table>
<thead>
<tr>
<th>Reflection (1 point)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
</table>
| • Thorough and insightful discussion of both strengths and weaknesses of the previous lesson  
• Thorough and insightful discussion of what was learned about the student(s), including students’ strengths and learning needs | 1 point | ½ point | 0 points |

<table>
<thead>
<tr>
<th>Objectives (1 point)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
</table>
| • States clear & specific lesson objectives that include: (a) condition, (b) what students will do to demonstrate their learning, and (c) criteria that they will meet  
• As appropriate, includes clear and specific language and content objectives | 1 point | ½ point | 0 points |

<table>
<thead>
<tr>
<th>Activity (1 point)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
</table>
| • Describes highly appropriate strategies/activities that connect to the objectives  
• The sequence of strategies/activities is thoroughly explained | 1 point | ½ point | 0 points |

<table>
<thead>
<tr>
<th>Assessment (1 point)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Includes highly appropriate assessment(s) that will provide information about student learning</td>
<td>1 point</td>
<td>½ point</td>
<td>0 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials &amp; Homework (1 point)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
</table>
| • All necessary materials/resources for the lesson are included  
• All necessary materials/resources are prepared ahead of time  
• An appropriate, thoughtful homework assignment is included OR a thorough explanation for lack of homework is provided | 1 point | ½ point | 0 points |

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>5 points</th>
<th>3-4 points</th>
<th>0-2 points</th>
</tr>
</thead>
</table>


Student Assessment Project

Initial Report due February 22nd – 15 points
Final Report due April 25th – 40 points

In your practicum field placement, you will select one English learner to follow closely. For this project, you will use a variety of assessments throughout your placement (a) to assess your student’s strengths and learning needs in English, particularly with respect to English literacy, and (b) to assess her or his developmental progress. You should plan to use a variety of assessments with your students; most of your assessments likely will be formative (that is, assessments that will help you plan your instruction). For example, you might implement interest inventories, learner self-assessments, observational notes/anecdotal records, checklists of skills, collect and analyze samples of work, or implement more formal assessments. The exact assessments you choose to use will depend partly on the student you select and the nature of your teaching. I encourage you to get in the habit of planning and implementing assessments with your student during each teaching session and keeping good records! At two points, you will write reports based on your assessment of the learner. For February 22nd, you will write a brief report that explains:

- The assessments you chose and your rationale for selecting them
- The results of those assessments (i.e., how your student performed)
- The implications that your students’ results have for future instruction

I will provide you with extensive feedback on this initial report, which you should plan to use as you write the final report.

For the last class on April 25th, you will report on your student’s progress from the beginning of the semester until the end. Similar to the initial report, you will report on your student’s progress based upon the results of your assessments. For the final report, you likely will have additional types of assessments to add to the report. You will write a brief report that explains:

- The assessments you chose and your rationale for selecting them
- The results of those assessments (i.e., how your student performed)
- How your student progressed from the beginning of the semester to the end
- Recommendations for future instruction for your student

Your initial report, revised according to my feedback, likely will be included as part of the final report.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Thoroughly explains the assessments selected/used</td>
<td>Adequately explains the assessments selected/used</td>
<td>Poorly explains or fails to explain the assessments selected</td>
</tr>
<tr>
<td>(5 points)</td>
<td>Thoroughly justifies the choice of assessments in connection with the learner</td>
<td>Adequately justifies the choice of assessments in connection with the learner</td>
<td>Poor or no justification of assessments in connection with the learner</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3-4 points</td>
<td>Fewer than 3 points</td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>Thoroughly describes the results of the assessments (how the student performed)</td>
<td>Adequately describes the results of the assessments (how the student performed)</td>
<td>Poorly describes or fails to describe the results of the assessments (how the student performed)</td>
</tr>
<tr>
<td>(5 points)</td>
<td>Findings are fully and appropriately supported by data/evidence</td>
<td>Findings are somewhat supported by data/evidence</td>
<td>Findings are poorly or not supported by data/evidence</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3-4 points</td>
<td>Fewer than 3 points</td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>Thoroughly discusses implications for instruction</td>
<td>Adequately discusses implications for instruction</td>
<td>Poor or no discussion of implications for instruction</td>
</tr>
<tr>
<td>(5 points)</td>
<td>Implications are clearly connected to data and findings</td>
<td>Implications are somewhat connected to data/findings</td>
<td>Implications are poorly or not connected to data or findings</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3-4 points</td>
<td>Fewer than 3 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15 points</strong></td>
<td><strong>11-14 points</strong></td>
<td><strong>&lt; 11 points</strong></td>
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<tr>
<td>Final Report</td>
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<td>--------------</td>
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<tr>
<td><strong>Exemplary</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Poor</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Assessment**<br>(8 points) | • Thoroughly explains the assessments selected/used  
• All assessments implemented since the initial report are thoroughly described  
• Thoroughly justifies the choice of the assessments in connection with the learner | • Adequately explains the assessments selected/used  
• All assessments implemented since the initial report are adequately described  
• Adequately justifies the choice of the assessments in connection with the learner | • Poorly explains or fails to explain the assessments  
• Some or no assessments implemented since the initial report are described, or all assessments are poorly described  
• Poor or no justification of assessments in connection with the learner  
**Fewer than 6 points** |
| **Findings**<br>(8 points) | • Thoroughly describes the results of the assessments (how the student performed)  
• Findings are fully and appropriately supported by data/evidence | • Adequately describes the results of the assessments (how the student performed)  
• Findings are adequately supported by data/evidence | • Poorly describes or fails to describe the results of the assessments (how the student performed)  
• Findings are poorly or not supported by data/evidence  
**Fewer than 6 points** |
| **Student Progress**<br>(10 points) | • Thoroughly describes the student’s progress in terms of learning & development over the course of the semester  
• Findings are fully and appropriately supported by data/evidence | • Adequately describes the student’s progress in terms of learning & development over the course of the semester  
• Findings are adequately supported by data/evidence | • Poor or no description of the student’s progress in terms of learning & development over the course of the semester  
• Findings are poorly or not supported by data/evidence  
**Fewer than 7 points** |
| **Implications**<br>(10 points) | • Thoroughly discusses the implications of the findings for future instruction  
• Implications are clearly connected to data and findings | • Adequately discusses the implications of the findings for future instruction  
• Implications are somewhat connected to data and findings | • Poor or no discussion of the implications of the findings for future instruction  
• Implications are poorly or not connected to data and findings  
**Fewer than 7 points** |
| **Revisions**<br>(4 points) | • All instructor feedback from initial report has been thoroughly and appropriately integrated into final report | • Most instructor feedback from initial report has been appropriately integrated into final report | • Little or no instructor feedback from initial report has been appropriately integrated into final report  
**Fewer than 3 points** |
| **TOTAL** | **38-40 points** | **32-37 points** | **< 32 points** |
In addition to teaching individual lessons, teachers need to be able to design curriculum units. In this course, we will be discussing ways to create meaningful units that are developed around a unified theme. You will design and implement a themed unit (a sequence of at least three lessons that are connected to one theme) in your practicum field teaching experience. You will write out a rationale that explains the unit theme and why you selected it, lists the overall goals for the unit, and begin to plan out a lesson sequence. Because the content and activities of your later (e.g., 2nd, 3rd, and beyond) plans will likely change depending on how the initial lessons go, these lessons will only be briefly sketched out. Thus, they will differ from the more detailed plans you turn in on a weekly basis. Since you will be implementing your lessons in the field placement, you will later turn in the more detailed plans each week as they are due; the full lesson plans will earn points separately. The overview that you turn in will include:

- A written rationale for how you selected your unit and how it applies to your particular learners.
- A list of overall goals for the unit, with an explanation of how they connect to the unit.
- A brief sketch of the sequence of three lessons that you will use, that includes for each lesson:
  - Both language and content objectives
  - Target vocabulary
  - Specific literacy skills to be learned
  - Texts/resources to be used
  - List of instructional activities

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<tr>
<td><strong>Rationale</strong> (6 points)</td>
<td>• Provides a thorough discussion of theme to be addressed in unit</td>
<td>• Provides adequate discussion of theme to be addressed in unit</td>
<td>• No or inadequate discussion of theme to be addressed in unit</td>
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<td></td>
<td>• Clearly and thoroughly justifies why unit is appropriate for learner(s)</td>
<td>• Justifies why unit is appropriate for learner(s)</td>
<td>• Does not justify why unit is appropriate for learner(s) OR planned unit is inappropriate</td>
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<td>6 points</td>
<td>4-5 points</td>
<td>0-3 points</td>
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<td><strong>Unit Goals</strong> (4 points)</td>
<td>• Thoroughly describes the overall goals for the unit</td>
<td>• Adequately describes the overall goals for the unit</td>
<td>• Poor or no description of the overall goals for the unit</td>
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<td>• Goals include both highly appropriate content and language goals</td>
<td>• Goals include both content and language goals</td>
<td>• Goals do not include both content and language goals OR goals are inappropriate</td>
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<td>• Thoroughly explains how goals connect to the unit</td>
<td>• Adequately explains how goals connect to the unit</td>
<td>• Poor or no explanation of how goals connect to the unit</td>
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<td>4 points</td>
<td>3 points</td>
<td>Fewer than 3 points</td>
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<td><strong>Lesson Sketches</strong> (10 points)</td>
<td>• At least 3 highly appropriate sketches included, sketches have all required elements</td>
<td>• At least 3 acceptable sketches are included, and sketches include most required elements (missing at most one element)</td>
<td>• Fewer than 3 sketches included, lessons are unacceptable, or sketches missing more than one required element</td>
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<td>• Both language and content objectives are highly appropriate</td>
<td>• Both language and content objectives are acceptable</td>
<td>• Language and/or content objectives are unacceptable</td>
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<td>• Target vocabulary is highly appropriate</td>
<td>• Target vocabulary is acceptable</td>
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<td>• Specific literacy skills are highly appropriate</td>
<td>• Specific literacy skills are acceptable</td>
<td>• Specific literacy skills are unacceptable</td>
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<td>• List of texts/resources is thorough and appropriate</td>
<td>• List of texts/resources is acceptable</td>
<td>• List of texts/resources is unacceptable</td>
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<td>• Instructional activities are thoughtful and appropriate</td>
<td>• Instructional activities are acceptable</td>
<td>• Instructional activities are unacceptable</td>
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<td>9-10 points</td>
<td>7-8 points</td>
<td>Fewer than 7 points</td>
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**TOTAL**

- **19-20 points**
- **15-18 points**
- **< 15 points**
Your final project for this course will be a culminating paper of approximately 10 pages (double-spaced) that responds to the following questions:

- What is literacy?
- Learners: What are your beliefs about the development of ESL reading and writing skills?
- Teaching: What are your beliefs about the teaching of reading and writing to English learners?

This paper should be both integrative and reflective. Because this is not a research paper, I do not expect you to do additional research. But, in responding to the prompts, your paper should draw upon both (a) readings you have done for this course and (b) the practicum experiences you have had in teaching English learners. In your responses to the prompts, I will be looking for evidence that you have thought deeply about what you have learned, both as a student in the course and as a teacher of ELLs. As you write your responses, you might consider including some of the following:

- An experience you had with one or more of your learners that impacted you or changed your thinking on the prompted topic
- An aspect of a lesson that went well, and what you learned from it
- An aspect of a lesson or of your teaching that didn’t go well, and what insights you gained
- A risk you took in your teaching or with a learner that paid off
- An insight you gained about yourself as a learner or as a teacher

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<td>Thoroughly discusses beliefs about literacy</td>
<td>Briefly discusses beliefs about literacy</td>
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<td>Discussion demonstrates deep &amp; critical thinking</td>
<td>Discussion demonstrates some deep thinking</td>
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<td></td>
<td>Discussion thoroughly and appropriately connects to course readings</td>
<td>Discussion adequately connects to course readings</td>
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<td>24-25 points</td>
<td>20-23 points</td>
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| Learners (20 points) | Thoroughly discusses beliefs about the development of ESL literacy skills in learners | Briefly discusses beliefs about the development of ESL literacy skills in learners | Poor or no discussion of the development of ESL literacy skills in learners |
|                    | Discussion demonstrates deep & critical thinking | Discussion demonstrates some deep thinking | Discussion does not demonstrate deep thinking |
|                    | Discussion thoroughly and appropriately connects to course readings | Discussion adequately connects to course readings | Poor or no connection to course readings |
|                    | Discussion adequately connects to practicum teaching experiences | Discussion adequately connects to practicum teaching experiences | Poor or no connection to practicum teaching experiences |
|                    | 24-25 points | 20-23 points | 24-25 points |

| Teaching (20 points) | Thoroughly discusses beliefs about teaching reading and writing to English learners | Briefly discusses beliefs about teaching reading and writing to English learners | Poor or no discussion of teaching reading and writing to English learners |
|                     | Discussion demonstrates deep & critical thinking | Discussion demonstrates some deep thinking | Discussion does not demonstrate deep thinking |
|                     | Discussion thoroughly and appropriately connects to course readings | Discussion adequately connects to course readings | Poor or no connection to course readings |
|                     |                              |                              | Poor or no connection to practicum teaching experiences |

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<td>Discussion adequately connects to practicum teaching experiences</td>
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<td>TOTAL</td>
<td>72-75 points</td>
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Dr. Mary John O’Hair, Dean
College of Education
University of Kentucky
Lexington, KY

Dear Dean O’Hair,

I am delighted to write this letter of support for a new COE certificate, Teaching in Culturally and Linguistically Diverse Classrooms. As Kentucky schools become more culturally and linguistically diverse, teachers need opportunities to develop the knowledge and skills necessary to truly serve this student population and their families. School diversity includes issues of immigrant children who require ESL instruction but also embraces a broader perspective that recognizes that oral language, literacy and culture are central to the educational experiences of many Kentucky children and our schools and teachers must be prepared to work with their unique needs.

The proposed certificate would include an option to take one of two courses that are integral to the TESL program: MCL 690: Culture, Cognition and Second Language Learning or TSL: 560: Literacy Development in the ESL Classroom (with practicum). Both of these courses would orient pre-service or in-service teachers to central challenges that English learners face in learning both English and subject matter. The TESL program welcomes this opportunity to work with COE colleagues on this new program and enthusiastically support this new certificate.

Sincerely,

Francis Bailey, Ed. D.
Director of TESL MA Program
Associate Professor
Modern and Classical Languages
1051 Patterson Office Tower
University of Kentucky, Lexington, KY
e-mail: francis.bailey@uky.edu
Phone: 859-257-7025
I'm happy to write a letter in support of the certificate. Can you send me a description of the proposed program?

It sounds like we should plan for someone else to teach 763 in the spring. Yes, let's walk and talk about what you want in the way of a teaching agreement going forward, preparatory to meeting with Jared and the dean. I do hope you have positive news on the grant proposal! You can tell me more about that when we walk, too.

Let's meet at the Arboretum Sunday morning at 8:30 as a start, ok?

Beth

> Hi Beth,
> Thanks for emailing about all of this! I am just now working on our proposed graduate certificate in teaching in culturally & linguistically diverse classrooms. In fact, we're putting your Education & Culture course down as an elective, if students need one. Since it's not going to be a required course in the certificate, I'm not sure if we actually need a letter of support from you for that, but it might be nice.
> Once we get that paperwork in, I'll turn to fixing the cross-listed course. I think, given the Curriculog training that I just went to, that we'll each need to submit a course change form.
> I don't know yet about my spring teaching. It's all messed up! I have a 1-1 teaching load this year, but Susan and I are also waiting to hear if we get a federal grant that would buy out my time. So, I might not be teaching at all in the spring. And both you and Francis Bailey want me to teach courses. I'm also not sure if I need to be teaching any literacy courses...but if I don't get the course buyout, I probably need to teach TSL 560, since that's a course that's included in our certificate program. In any case, my 3-year agreement is up, so we probably need to revisit that with Jared and the dean. Perhaps you and I can talk this over when we walk? Speaking of which...
> ...I could walk early on Sunday morning (so that I'm home by 9:30, so I can shower and get off to Quaker Meeting). Late afternoons are tricky, because I'm on Ben pick-up duty (he has to be picked up no later than 5:30, or we get charged mega-bucks). But, if we were to walk at about 3:30 of 4 (for maybe a 45-minute walk), that should work. I could do that on Monday, Wednesday, or Thursday next week. Another option, depending on your schedule, would be early mornings. I could do just about any early morning next week. What do you think?
> K
>
> -----Original Message-----
> From: Beth L. Goldstein [mailto:bethg@cec.uky.edu]
> Sent: Friday, August 26, 2016 1:44 PM
> To: Perry, Kristen H <kristen.perry@uky.edu>
Subject: RE: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms---PIE Response

Date: Friday, September 2, 2016 at 2:00:38 PM Eastern Daylight Time

From: Institutional Effectiveness

To: Cantrell, Susan C, Institutional Effectiveness

Dear Susan,

Thank you for your email regarding the proposed new Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms. My email will serve 3 purposes: 1) Verification and notification that you have contacted PIE—a Senate requirement for proposal approval.; 2) suggested CIP; and 3.) Next steps for SACSCOC. Please Note: Once you and your faculty have identified the CIP code that best characterizes the proposed program, please send me an email with the selected CIP by Friday, September 9.

1. **Verification that PIE has reviewed the proposal:** The proposed program change(s) may move forward in accordance with college and university-level approval processes. Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Planning & Institutional Effectiveness at this time.

2. **CIP #:** Based on the review of the proposal, PIE has identified several CIP Codes (see below). Please review the CIP Code Assignments in consultation with the Graduate Council Chair, Dr. Brian Jackson, to be sure the selected CIP is the most appropriate for the proposed program.

**Detail for CIP Code 13.0202**

**Title:** Multicultural Education

**Definition:** A program that focuses on the design, and implementation of instructional and advising services for culturally diverse learning populations. Includes instruction in cultural diversity, at-risk populations, multilingual and ESL education, program and curriculum design, instructional technology, information resources, LEP and minority education strategies, counseling and communicating with multicultural populations, law and regulations, and applications to specific cultural groups, educational services, and research issues.

**Detail for CIP Code 13.0201**

**Title:** Bilingual and Multicultural Education

**Definition:** A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs.

Should you find that none of the suggested CIPs are appropriate, here are the instructions for selecting a CIP Code directly from the NCES CIP user site:

2. On the front menu page under “Start Here” choose: Browse
3. Choose the link of the 2 digit number that best characterizes the primary instruction—this will
4. Keep drilling down until you find the CIP Code that best describes the proposed program.

3. Next steps for SACSCOC and/or Kentucky council for Postsecondary Education (CPE): Non required

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688
Visit the institutional effectiveness Website: http://www.uky.edu/ie
Follow us at: https://www.facebook.com/universityofky

The University of Kentucky

From: Cantrell, Susan C
Sent: Friday, August 26, 2016 3:19 PM
To: Institutional Effectiveness
Subject: Re: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms

Mia,
Thanks so much for this information. I have attached the Substantive Change form and the completed Senate form the Graduate Certificate. Please let me know if you need any other information from us.
Best,
Susan Cantrell

From: Institutional Effectiveness <InstitutionalEffectiveness@uky.edu>
Date: Friday, August 26, 2016 at 3:00 PM
To: Susan Cantrell <susan.cantrell@uky.edu>, Institutional Effectiveness <InstitutionalEffectiveness@uky.edu>
Subject: Request for CIP Code for Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms

Dear Susan,

Thank you for your call reading the CIP code assignment for the new Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms. To assist you and your colleague Kristen Perry with CIP identification and selection, I will need following:

- Substantive Change form (see attachment); and

- Brief description about the new certificate program (e.g., copy of the completed Senate form for the Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms)

Once I have the additional information, I will be able to provide an appropriate CIP and next steps. Most of the information about the program approval process and CIP protocol is available via the IE website: http://www.uky.edu/ie/undergraduate-program-approval-process. However, should you need
further assistance, please do not hesitate to contact me; I am happy to help in any way that I can.

Cheers,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: http://www.uky.edu/ie

Follow us at: https://www.facebook.com/universityofky

The University of Kentucky

From: Cantrell, Susan C
Sent: Thursday, August 25, 2016 4:30 PM
To: Institutional Effectiveness
Subject: Question RE New graduate Program Form

Greetings:

My colleague Kristen Perry and I are working on a proposal for a new Graduate Certificate in Teaching in Culturally and Linguistically Diverse Classrooms. We are in the process of completing the forms for departmental approval now. The Graduate Program Form requires a CIP code. How do I obtain this code?

Many thanks in advance,
Susan

Susan C. Cantrell, Ed.D.
Associate Professor
Department of Curriculum & Instruction
University of Kentucky
(859) 257-6731
Subject: spring 2017

Hi Kristen,

Great to see you even if briefly a couple of days ago. Just let me know what I need to do to get number changed to a 4xxG on our cross-listed course.

We and everyone else are working on spring 2017 class schedules. Am I right to guess that you're one course this spring will need to be in EDC? We'd love to have you teach EPE 763 again. Any chance of that for the spring?

Let me know a good time to meet at the arboretum.

Beth
Courses and Curricula Committee
Friday, September 23, 2016, 9:30-11:00 a.m., TEB 151F

Attendees: Justin Nichols, Brett, Jeff Bieber, Tricia Browne-Ferrigno, Margaret Rintamaa, Bob McKenzie, Rosetta Sandidge, Gary Schroeder, Martha Geoghegan
Absent: Jonathan Campbell
Guests: Ralph Crystal, Kristen Perry
Justin convened the meeting.

From EDP
EDP 600 – Life Span Human Development and Behavior – Course Approval for DL
Justin asked for feedback on this proposal for approval of EDP 600 for distance learning. Margaret Rintamaa indicated the grading scale should reflect graduate level. Bob asked for friendly amendment to submitter to put SLOs in box (i.e., SACS requirement). Do we need to use SACS requirement? Include SLO in table with outcome linked to assessment and standard? Jeff asked about title -- Human Development Across the Lifespan – is different from the course currently on the books. Content is different. Impact report – need letters from those courses identified in impact report? Bob moved that we send back to submitter to determine if it’s DL only or if it’s a new course (used new course form) and address questions about grading scale, SLOs, and correct form. Tricia seconded. Unanimously approved.

From EDC
EDC New Graduate Certificate – Graduate Certificate: Teaching in Culturally and Linguistically Diverse Classrooms
Kristen provided an overview of the proposal. Kristen was approached by a school principal to see if UK could provide additional preparation for teachers to address the needs of ELL students. The school wanted more a formalized program for teachers that would be credit bearing (12-credit hour certificate). Kristen reviewed the courses that would be used for this certificate program. Tricia expressed an interest in having EDL Teacher Leader students enroll in the courses. Margaret moved that we approve the graduate certificate. Tricia seconded. Question was raised about approving program prior to approval of courses. Margaret tabled motion to discuss courses. Question was raised about whether the proposals were submitted prior to the deadline. Jeff said this is a new circumstance with Curriculog. Jeff moved that an exception be made due to extenuating circumstances and the committee could make the case that a precedent would not be set. Tricia reaffirmed that this is not setting a precedent for future situations. Margaret seconded. Unanimously approved.

New Course Proposal - EDC 617 Effective Teaching in Culturally and Linguistically Diverse Classrooms
Committee members reviewed the courses in the meeting. Margaret indicated no courses/programs were identified through the impact report. Jeff asked Kristen about EDC 617 being “unique” across the country. Kristen indicated that Susan was the developer for this course.
Tricia questioned the comment about the time counted toward the credits and read UK’s SACS definition of DL. To be DL, must be 51% online. She suggested that the number of hours be counted to make sure the Graduate Council will not consider the course as a DL course.
Tricia suggested that the header, seventh line be removed, remove Fall 2016/Fall 2017 and any dates below, other course delivery (p. 3, although a portion of the class discussions will be conducted online). “Class discussions will be conducted online” -- how? Canvas?
Jeff, page 5, top under Assignment – “bi-weekly online discussions…”
Jeff moved that we accept the motion with the online changes made. Margaret seconded. Committee members unanimously approved. Kristen will follow up with Susan to address the edits.

**New Course Proposal - EDC 630 Family Literacy**
Suggested changes: Margaret -- Take out first and last sentences for #6 under DL section. Tricia asked about office hours – Kristen indicated Graduate Council is not concerned with this because it changes from semester to semester and instructor to instructor. Jeff moved that we accept the proposal with editorial comments removed on item #6. Tricia seconded. Committee members unanimously approved.

**EDC New Graduate Certificate – Graduate Certificate: Teaching in Culturally and Linguistically Diverse Classrooms**
Following approval of the new course proposals, discussion moved back to approval of the certificate program. Margaret moved approval. Tricia seconded. Committee members unanimously approved.

**From EDSRC**
**RC 510 Orientation to Rehabilitation Resources**
Ralph Crystal described the course as primarily field visits with observations, not hands-on; will not meet in a lecture format; will have experts come in from time to time. Committee members suggested the following edits:
- For meeting patterns, check Other (Field visits).
- On p. 3 of the proposal, Bob indicated the grading scale should be changed to graduate.
- In item 2f, no hourly meeting patterns – check other.
- SLOs – should we add the assessments for each outcome?
Tricia moved approval with these edits, Bob seconded. Committee members unanimously approved.

**Three other RC courses** were postponed for consideration. These proposals were removed from the agenda at the request of Jackie Rogers because the changes had been approved by the program but not by the department.

**Additional questions/discussion on other points**
Alternative certification program in MSD – adding a new course/dropping a new course can be done in Curriculog. Program change would be word document.
Memo or minutes can be used as documentation of departmental approval.

**Scheduling of future meeting.** Next meeting is scheduled for October 21 at 10 a.m. in 145 TEB. Martha will conduct poll to determine availability of committee members.

Margaret made a motion to not have a December meeting. Tricia seconded. Committee members unanimously approved (Bob had to leave prior to vote).

**Adjournment**
Tricia moved to adjourn and Margaret seconded. Members unanimously approved.

Minutes approved by Chair Justin Nichols 10/20/2016
Minutes approved by Courses and Curricula Committee 11/18/2016