

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy

EDRD 631. 6L7: Advanced Literacy Foundations and Instruction, Adolescence through
Adulthood
3 Credits, Spring 2015
Wednesdays, 5:00-7:40, Woodburn Elementary School

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites

EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood, admission to the literacy emphasis, or permission from the program coordinator.

B. University Catalog Course Description

Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication. Prerequisite: EDRD 630 or permission of the program coordinator.

This is a required course for teachers seeking a Virginia Reading Specialist License, K-12.

C. Expanded Course Description

This course will be conducted in a Hybrid context and taught through a combination of lecture, discussion, online settings both asynchronous and synchronous, and supervised practical experience working with adolescents.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (Virginia Standard 2c). (PBA B & C)
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches (Virginia Standard 3b) (PBA B & C)
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying (Virginia Standard 3e,g). (PBA B & C)
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (Virginia Standard 3h). (PBA B & C)
5. Promote independent reading through book talks (Virginia Standard 3i)
6. Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d). (PBA A; ADL)

PROFESSIONAL STANDARDS (International Reading Association):

IRA STANDARDS (2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3

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. (PBA A, reader response)

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PBA B & C)

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (PBA B & C)

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. (PBA A, ADL, reader response, YA author study).

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (all)

5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write. (PBA B & C, reader response)

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (ADL, reader response, YA author study)

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (PBA C)

REQUIRED TEXTS:

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Upper Saddle River, NJ: Merrill/ Prentice Hall.

Crutcher, C. (2009) *Whale Talk*. NY: Harper Collins.

One self-selected novel by Chris Crutcher or another young adult novel of choice (must be approved by instructor). Each person will read a different novel.

Various articles listed on syllabus that can be accessed from the library.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions:

A. Class Participation: (5%) Class attendance is expected. Class participation is a required component of your grade. It is expected that you fully participate in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. *It is critical to keep up with the readings*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussion of the week's readings via discussion boards and small groups.
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations and leadership of article discussions.

The following rubric will be used for assessment:

	Exemplary (3)	Proficient (2)	Developing (1)	Not met (0)
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	(9 points)	(6 points)	(3 points)	(0 points)
Attendance	The candidate attended all classes and was always on time for class.	The candidate missed class more than once and the procedures outlined in the syllabus were followed. The candidate was occasionally late for class.	The candidate missed three or more classes and the procedures outlined in the syllabus were NOT followed. The candidate was often late to class.	The candidate missed four or more classes and the procedures outlined in the syllabus were NOT followed. The candidate was often late to class.
Participation	1. The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The candidate critically considers class content and poses questions to push their thinking and address misunderstandings. 2. The candidate always demonstrates professionalism in all communications with professor and peers.	1. The candidate makes active contributions to the learning group and class. The candidate may usually, but not always, critically consider content and/or pose questions. 2. The candidate demonstrates professionalism in all communications with professor and peers.	1. The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. 2. The candidate may occasionally demonstrate unprofessionalism in communications with professor and peers.	1. Candidate does not actively participate in discussions. 2. The candidate's communication with professor and peers is usually unprofessional.

B. Quizzes (5%): The purpose of this assignment is to assess understanding of the course textbook. For each chapter in the course text an online quiz should be completed each quiz is 10 questions. ***There are 11 quizzes- candidate must complete 10.*** Candidate may choose what date to miss a quiz. Links to the quizzes are on Blackboard and the candidate will submit scores weekly to the professor at mohanian@gmu.edu.

C. Online Responses (10%)

The purpose of the online responses is to engage the candidate in thinking deeply about weekly course topics and connections to overall course concepts. The following online and in class activities will be evaluated for this assignment: Discussion boards, Journals, Blogs, Wikis, Reading Responses (see weekly modules for details).

B. Young Adult Author Study (15%)

The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the secondary classroom to create literate environments. This assignment has 2 parts.

1. Whole Class novel. The class will read Chris Crutcher's *Whale Talk*. Candidates will assume literature circle roles as advocated by research (e.g. discussion leader, connector, illustrator, passage master, questioner, etc.) to guide the literature circle discussion. Literature circle roles will be assigned the second week of class. Candidates will try a new role for each discussion. Role descriptions will be reviewed in class and posted on Blackboard.

Candidates will participate in literature circles on 2 dates: (1) 2/18 [chapters 1-7], (2) 3/18, [chapters 8-15]. Being prepared for discussion, actively listening, developing

questions, and supporting responses with specific book statements will be the criteria for evaluation.

2. Individual Novel: Candidates will select and read another Chris Crutcher novel or a young adult novel of choice (must be approved by instructor). Each candidate will read a **DIFFERENT** novel. The candidate will then develop 5 power point slides to contribute to a class project in google.docs. The slides will include the following information. (1) a picture of the book and brief author information, (2) summary, (3) evaluation (4) thematic links & rationale for use, and (5) ideas for integrating into the secondary content curriculum. The full power point will be viewed and discussed in class.

C. Article Discussion Leadership (ADL) 15%

The purpose of this assignment is to show understanding of (1) how to analyze and interpret a research article and (2) how to lead a meaningful discussion with your colleagues, and (3) how to read and engage in meaningful discussion about professional literature. Each week an ADL is assigned, the candidate is responsible for (a) reading the article, (b) watching classmate's video presentation, and (c) responding to the discussion questions on the ADL Blog. Candidates will work with a partner to lead one ADL discussion.

Steps to Completion:

1. Choose an article from the APPROVED list for your project. Once the instructor has approved your selection, post a link to the article in the ADL folder.
2. Read the article closely. Look for main ideas and important vocabulary, analyze viewpoint, connect to other works read and course concepts, ask questions!
3. Create a narrated video presentation & bulleted handout.
Format the presentation around the following aspects of the article (***This portion of the ADL should comprise about 6-8 minutes.***)
 - A. Introduction.
 - Statement of the problem/issue
 - Major concepts/ideas covered.
 - B. Message:

If a research article include:
 - Research purpose/questions
 - Research methodology
 - Conclusions from the study

If a theoretical article include:

- Author's argument
- Author's viewpoint
- Author's rationale.

C. Conclusion:

- Implications for teaching practice.
- Professional critique.
- Pose 2-3 thought-provoking questions.

4. Post your questions & bulleted summary to the BLOG & monitor the discussion for the week.

5. After all classmates have replied, develop a 200-250 word response, synthesizing the discussion and how the ideas impact our understanding of planning for effective instruction for adolescents.

6. Self-Evaluation: Complete the self-evaluation of your work on this assignment, and submit via blackboard within 48 hours of the last day of discussion for your ADL.

D. The Adolescent Literacy Term Project (50%)

NCATE Assessment #3 Planning

IRA Standards Addressed:

2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)

IRA Elements Reading Specialists/Literacy Coaches: **(1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3).**

Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview with an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare a collection of alternative texts appropriate to the adolescent and prepare and teach the adolescent strategies to support his/her comprehension (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the adolescent and share the plans with the adolescent's teacher(s).

Directions to Candidate:

Part A

Adolescent Interview (IRA Standard 1.1)

In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

Steps for Completion:

1. **Identify an adolescent to interview.**
2. **Develop interview questions.** Questions should probe for greater understanding about the youth around the following three constructs, psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociocultural (preferred instructional context; funds of knowledge; culture); and linguistic (everyday language and/or second language development and its relationship to academic literacy and achievement) issues.
3. **Collect data:** Conduct a comprehensive interview with the youth, listening and taking good notes to inform your work with this youth.
4. **Analyze data:** Analyze the youth's responses to the interview questions. Begin by clustering responses around the three constructs: psychological/motivational, sociocultural, and linguistic. Then look for themes and new understandings about this youth.
5. **Connect to the theory/research:** Identify what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include *at least three* relevant and timely sources for each construct.
6. **Write an analysis paper:** Write a paper with the following headings (use APA guidelines).
 - a. **Introduction:** Provide a general introduction to the youth you interviewed. Include a brief description of the setting and the context of the interview.
 - b. **Interview Findings:** Describe the findings from your interview under each construct. Provide specific examples, showing clearly how the each lens provides a unique perspective on this youth.
 1. Cognitive/Motivational.
 2. Sociocultural.
 3. Linguistic.
 - c. **Discussion:** Examine your findings under each construct and connect what you learned about your youth to the theory and research.
 1. Psychological/Motivational.
 2. Sociocultural.
 3. Linguistic.
 - d. **Conclusion:** Provide a general review of what you learned about the youth and how it connects to your understandings about working with adolescents.

IRA Standards Assessed:

Standard 1 – Foundational Knowledge (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.

Part B***Content Area Alternative Text Collection and Related Instruction
(IRA Standards 2.2, 2.3, 4.1, 4.2)***

In this assignment, you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with the adolescent and teach him/her an evidence-based strategy for reading/comprehending two of the sources. In teaching the strategies, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

Steps for completion:

1. **Reflect:** Think about the discoveries you made about the adolescent you interviewed in terms of her/his interests, ability, and experiences, both in and out of school.
2. **Choose a disciplinary topic:** Identify an upcoming unit in a particular subject area (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months. You may need to contact his/her teacher(s) for this information.
3. **Create a text set:** Collect 8-10 alternative reading selections related to the disciplinary topic that will likely be of high interest to the adolescent you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include at least one source that is representative of each category below:
 - At least one reading from the perspective of a person of non-white/European background
 - At least one reading from the perspective of an English language learner or nonstandard English speaker
 - At least one reading from the perspective of a woman
 - Two magazine articles (from popular and/or content-specific magazines for adults or teens)
 - Two newspaper articles
 - Two Web sites

- One nonfiction book
- One young adult novel
- One comic book or graphic novel

4. Write a paper: You will develop a paper that describes your text set and strategies that would be appropriate to use with each text selection. Include the following components/subheadings.

a. Introduction- Provide a brief introduction to your adolescent and the disciplinary topic chosen.

b. Citations, Annotations & Rationales – (1) provide a full bibliographic citation for each source using APA format, (2) briefly *describe* the content of each source and how it connects to the disciplinary topic, (3) why you think it will appeal to your adolescent.

c. Strategies for teaching with the sources – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for HOW and WHY the strategy would be useful in supporting the adolescent’s understanding of the text.

6. Teacher sharing. Present the collection to your classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher’s diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent’s teacher, and encourage him or her to share with school colleagues.

IRA Standards Assessed

Standard 2 – Curriculum and Instruction

(2.2) Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

(2.3) Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

Standard 4 – Diversity

(4.1) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

(4.2) Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

Part C:

Literacy Strategy Teaching and Demonstration

(IRA Standards 5.2, 6.2, 6.3)

In this assignment, you will teach the strategy to the adolescent and then present to your class colleagues the literacy strategy lesson you designed for the adolescent you

interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your adolescent's teacher.

Steps to Completion:

1. Adolescent Meeting- Instructional Strategy and Alternative Text Try-Out.

I. Meet with the adolescent a second time- (a) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (b) teach the youth a strategy using one of the texts in your collection, and (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future, and (d) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.

II. Meet with the adolescent a third time- (a) review if he/she used the previous strategy, (b) teach the youth a new strategy using one of the texts in your collection, (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future.

*In deciding on a strategy, reflect on the adolescent's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

2. Classroom Presentation: In this demonstration, you will present to your colleagues the same strategy you taught your adolescent. Conduct a 15-minute professional development session for your colleagues in class. This will include (1) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it (2) a summary of your work with your adolescent, (3) a simulation of the experience for your colleagues of engaging in the strategy, and (4) at the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.

3. Write a paper: Write a description of the work you did with the adolescent including a description of the strategy and how it would be taught in a content classroom that included the adolescent you interviewed. Use first-person narrative. Use the following subheadings and description:

a. Instructional Context

Introduce the setting- briefly describe the theme of the text set, the strategies taught, and how they connect to your youth. Describe your plan for why the strategy would be helpful to the youth you interviewed.

b. Steps in Conducting the Strategy

Describe what you did during the two meetings with your youth.

c. Reflections on Effectiveness

Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth’s explanation of his/her response.

d. Connections to Teaching Practice

Discuss how you would transfer what you have learned to a larger classroom setting and your work with teachers of adolescents. Discuss the potential for the strategy to increase engagement and learning.

e. Attachments

Provide actual lesson material and a sample of your adolescent’s actual work.

IRA Standards Assessed:

Standard 5 – Literate Environment

(5.2) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.

Standard 6 – Professional Learning and Leadership

(6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.(6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

2. Assignment and examination weighting

Assignment	Points/Value	Due Dates
Class Attendance & Participation	9 points /5%	ongoing
Online Responses	TBD/10%	ongoing
Discussion Boards		
Journals		
Online Collaborations (i.e. Wikis, Blogs,)		
Quizzes (11 total)	10 pts / 5%	ongoing

ADL	21 pts/ 15%	
Video Presentation		
Blog		
Yong Adult Novel Study	18 pts/15%	
Literature Circles		2/18 & 3/18
Google Doc Slides		4/22
Adolescent Literacy Term Project	63 pts / 50%	
Part A	18 pts/15%	2/25
Part B	27 pts/20%	3/27
Part C	18 pts/15%	4/29

3. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). **Incompletes must be cleared before moving to any course for which the course is a prerequisite.** (Note that EDRD 631 is a prerequisite for EDRD 632).

Grading Scale

A= 94%-100%
A- = 90%-93%
B+= 87%-89%
B= 80%-86%
C= 75%-79%

4. Other expectations/information:

Class formats/dates/locations

Face to Face: 7 classes 1/21; 1/28; 2/18; 3/25; 4/15; 4/29; 5/6

Synchronous: 4 classes 2/4; 3/4; 3/18; 4/22

Asynchronous: 4 classes 2/11; 2/25; 3/11; 4/8

Class attendance

Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments

All assignments should be turned in on the due date in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: **SMITH ProfDevProposal.docx**). All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

All assignments will be returned one week from the date received.

General

Email response:

I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays.

Students are expected to respond to emails within 24 hours during the week.

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available following class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Electronic Requirements

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to [http://mason.gmu.edu/](http://mason.gmu.edu) for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents.

Blackboard can be accessed by going to <http://mymasonportal.gmu.edu>

Due to the Hybrid nature of this course, it is imperative that you maintain downloads and java updates. Please contact Blackboard support services for technology assistance.

TASKSTREAM REQUIREMENTS

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Adolescent Literacy Term Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge

through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. This includes both electronic and face-to-face communication.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Instructor may adjust as necessary

Class /Date	Class Format	Topics	Assignments DUE	Readings DUE
#1 1/21	Face-to Face at GMU location	What is adolescent literacy? Course introduction Syllabus review	<i>My Bag online presentations due by 1/26. See Blackboard!</i>	Snow, C., & Moje, E. (2010). Why Is everyone talking about adolescent literacy?. <i>Phi Delta Kappan</i> , 91(6), 66-69. IRA Position Statement on Adolescent Literacy
#2 1/28	Face-to Face at GMU location	Who are adolescent learners? Adolescent Literacy and Youth Culture <i>Professor Models ADL</i>		Brozo & Simpson Chapter 1 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. <i>Journal Of Adolescent & Adult Literacy</i> , 55(3), 199-208. doi:10.1002/JAAL.00025 [ADL example] McCabe, P. (2009). Enhancing self- efficacy for literacy. In W.E. Blanton, & K. Wood, (Eds.), <i>Literacy instruction for Adolescents</i> , (pp. 54-76). New York, NY: Guilford Press. (E-reserves).
#3 2/4	Synchronous	Who are adolescent learners? Principled-Based	<i>Interview Questions</i>	Brozo & Simpson Chapter 2 Goldman, S. (2012). Adolescent literacy: Learning and understanding content. <i>The</i>

		Practices of Adolescent Literacy Comprehension Processes		<p><i>Future of Children</i>, 22 (2), 89-116. Retrieved at http://futureofchildren.org/futureofchildren/publications/docs/22_02_06.pdf</p> <p>Moje, Dillon, and O'Brien (2000). Reexamining the roles of learner, text and context in secondary literacy. <i>Journal of Educational Research</i>, 93,165-180.</p>
#4 2/11	Asynchronous	How do we know what adolescents need? Assessment & Comprehension Processes	ADL 1	<p>Brozo & Simpson Chapter 3 & 4</p> <p>Alvermann. Exemplary Literacy Instruction in Grades 7-12:What Counts and Who's Counting? (link on Blackboard)</p>
#5 2/18	Face-to Face at school site or GMU location Adolescent Interview Week	What type of contexts support adolescents literacy growth? Creating a culture of literacy	ADL 2 <i>Chris Crutcher Literature Circle # 1 Chapter 1-7</i>	<p>Brozo & Simpson Chapter 5</p> <p>Biancarosa, G., & Snow, C. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i>. Washington, DC: Alliance for Excellent Education</p> <p>Casey, H. (2010). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. In R. Bean, N. Helsey, & C. Roller (eds.), <i>Preparing Reading Professionals</i>. Newark, DE: International Reading Association</p>
#6 2/25	Asynchronous	What type of instruction supports adolescent literacy growth? Reading and Learning from Multiple Sources	<i>Part A of Term Project DUE</i>	<p>Brozo & Simpson Chapter 8</p> <p>Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. <i>Journal Of Adolescent & Adult Literacy</i>, 57(7), 565-574.</p> <p>Barone, D. (2014). Reading, learning, and even arguing across multiple texts. <i>Voices from the Middle</i>, 21(4), 54-57.</p>
#7 3/4	Online Synchronous	What type of instruction supports		Brozo & Simpson Chapter 6

		adolescent literacy growth? Developing Word Knowledge		<p>Choose 1 of the following to read:</p> <p>Kieffer, M. & Leseaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. <i>Journal of Adolescent & Adult Literacy</i>, 54 (1), 47-56.</p> <p>Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. <i>Journal Of Adolescent & Adult Literacy</i>, 56(2), 132-140. doi:10.1002/JAAL.00114</p> <p>All Review:</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school. (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p>
#8 3/11	Asynchronous Individual Conferences	What type of instruction supports adolescent literacy growth? Study Supports	<i>ADL 3 & 4</i>	Brozo & Simpson, Chapter 9 & 10
#9 3/18	Synchronous	What type of instruction supports adolescent literacy growth? Academic Conversations	<i>Crutcher Literature Circles Chapters 8-15</i>	<p>Gritter, K., Beers, S., & Knaus, R. (2013). Teacher scaffolding of academic language in an advanced placement U.S. history class. <i>Journal of Adolescent and Adult Literacy</i>, 56 (5), 409-418</p> <p>Richardson, A. E. (2010). Exploring text through student discussions: Accountable talk in the middle school classroom. <i>English Journal</i>, 100(1), 83-88.</p> <p>Zwiers, J. (2014). <i>Opportunities to develop oral Language</i>. Newark, DE: International</p>

				Reading Association. Retrieve from http://www.reading.org/general/Publications/essentials/e8050 [small fee if not IRA Member]
#10 3/25	Face-to-Face at school site or GMU location	How do teachers select technology to support adolescent literacy growth? Debrief/Share Adolescent Literacy Project	<i>Part B Due by 3/27</i>	Castek, J., & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. <i>Journal of Adolescent & Adult Literacy</i> , 56(7), 554-654. Hepple, Sockhill, Tan, & Alford (2014). Multiliteracies pedagogy: Creating claymations with adolescent, post-beginner English Language Learners. <i>Journal of Adolescent & Adult Literacy</i> , 58(3), 219-229.
4/1	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
#11 4/8	Asynchronous	What type of instruction supports adolescent literacy growth? Writing to Learn	<i>ADL 5</i>	Brozo & Simpson Chapter 7 Irvin, J., Meltzer, J., Mickler, M., Phillips, M., & Dean, N. (2009). What can literacy leaders do to improve student engagement with reading and writing? In <i>Meeting the Challenges of adolescent Literacy: Practical ideas for literacy leaders</i> . Newark, DE: International Reading Association.
#12 4/15	Face-to-Face at secondary school or GMU location Adolescent Strategy Teaching #3	What type of instruction supports adolescent literacy growth? Learning across content areas	<i>ADL 6</i>	Brozo and Simpson, Chapter 11 Rubenstein, R. N. & Thompson, D. R. (2001). Learning mathematical symbolism: Challenges and instructional strategies. <i>The Mathematics Teacher</i> , 94, 265-271. Schleppegrell, M. J., & Achugar, M. (2002). Learning language and learning history: A functional linguistics approach. <i>TESOL Journal</i> , 12(2), 21-27.

#13 4/22	Synchronous	How do we support secondary teachers? The role of the literacy coach.	<i>Individual Novel Slides</i>	TBD (skim) Standards for Middle & HS Literacy Coaches http://www.reading.org/Libraries/resources/597coaching_standards.pdf
#14 4/29	Face-to-Face at GMU location	What did we learn about adolescent Literacy? Putting it all together	<i>Part C of Term Project Due</i>	Literacy Strategy Demonstrations
#15 5/6	Face-to-Face at GMU location	What did we learn about adolescent Literacy? Putting it all together		Literacy Strategy Demonstrations <i>Course evaluations</i>

ASSESSMENT RUBRIC(S) for PBA's:

**Scoring rubrics for The Adolescent Literacy Term Project
PART A (15%)**

IRA Standards/ Elements	Exemplary (3) (18 points)	Proficient (2) (12 points)	Developing (1) (6 points)	Not Met (0) (0 points)
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,	<p>1. Candidate effectively describes the interview providing clear, concise explanations of the adolescent's answers;</p> <p>2. Discussion is thorough and well articulated, drawing clear connections to the 3 foundational components.</p> <p>3. Candidate shows strong evidence of interpreting major theories of reading and writing</p>	<p>1. Candidate describes the interview providing mostly clear, explanations of the adolescent's answers;</p> <p>2. Discussion is developed, drawing some connections to the 3 foundational components.</p> <p>3. Candidate shows some evidence of interpreting major theories of reading and</p>	<p>1. Candidate describes the interview, but may be inconsistent in details; explanations of the adolescent's answers are vague;</p> <p>2. Discussion is uneven, drawing few or weak connections to the 3 foundational components.</p> <p>3. Candidate shows limited evidence of interpreting theories of reading and writing</p>	<p>1. Candidate describes the interview, but details are lacking; explanations are unclear;</p> <p>2. Discussion is weak and does not address all 3 foundational components.</p> <p>3. Candidate does not show evidence of interpreting theories of reading and writing processes.</p> <p>4. Candidate</p>

language comprehension, strategic knowledge, and reading-writing connections	processes and development to understand the needs of all readers in diverse contexts. 4. At a sophisticated and critical level, candidate discusses the literature and research about factors that contribute to reading success.	writing processes and development to understand the needs of all readers in diverse contexts. 4. Candidate discusses the literature and research about factors that contribute to reading success.	processes and development to understand the needs of some readers in diverse contexts. 4. Candidate vaguely discusses the literature and research about factors that contribute to reading success.	provides weak, if any, discussion of the literature and research about factors that contribute to reading success.
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write	1. Candidate develops a strong set of appropriate and varied interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed. 2. Candidate clearly articulates how the interview data informs knowledge of how to plan for effective instruction.	1. Candidate develops an adequate set of varied interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed. 2. Candidate adequately articulates how the interview data informs knowledge of how to plan for effective instruction.	1. Candidate develops an inconsistent set of interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed. 2. Candidate loosely articulates how the interview data informs knowledge of how to plan for effective instruction.	1. Candidate develops a limiting set of interview questions; questions do not probe deeply enough to gain understanding of the unique needs and experiences of the adolescent being interviewed 2. Candidate does not or incorrectly articulates how the interview data informs knowledge of how to plan for effective instruction.

PART B

IRA Standards/ Elements	Exemplary (3) (27 points)	Proficient (2) (18 points)	Developing (1) (9 points)	Not Met (0) (0 points)
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and	1. Candidate provides a very clear and concise explanation for how instructional strategies are matched to particular texts.	1. Candidate provides a mostly clear and concise explanation for how instructional strategies are matched to particular texts- may be minor inconsistencies in depth and clarity of explanations.	1. Candidate provides a vague explanation for how instructional strategies are matched to particular texts. Explanations are inconsistent in depth and conciseness.	1. Candidate provides a weak explanation for how instructional strategies are matched to particular texts- extreme inconsistencies in depth and clarity.

<p>reading-writing connections.</p>	<p>2. Candidate clearly chooses relevant and varied instructional strategies for each text;</p> <p>3. Instructional approaches are supported by literature and research for providing appropriate in-depth instruction for readers and writers who struggle.</p> <p>3. Candidate very effectively adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>	<p>2. Candidate mostly chooses relevant and varied instructional approaches for each text;</p> <p>3. Instructional approaches are mostly supported by the literature and research for providing in-depth instruction for readers and writers who struggle.</p> <p>3. Candidate adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>	<p>2. Candidate chooses some relevant instructional strategies for each text; may be limited in variety of strategies; some instructional approaches supported by the literature and research for providing instruction for readers and writers who struggle.</p> <p>3. Candidate makes some adaptations of instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</p>	<p>2. Candidate chooses instructional strategies for each text, but relevance and usefulness of strategies are unclear or inappropriate. Instructional approaches are not supported by the literature and research.</p> <p>3. Adaptations of instructional materials and approaches are not made or are very limited.</p>
<p>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources</p>	<p>1. Candidate very effectively develops a varied text set for adolescents around a specific disciplinary topic.</p> <p>2. Candidate demonstrates a very strong ability to support classroom teachers in</p>	<p>1. Candidate adequately develops a varied text set for adolescents around a specific disciplinary topics.</p> <p>2. Candidate demonstrates an ability to support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs</p>	<p>1. Candidate develops a text set for adolescents around a specific disciplinary topic-variety is limited.</p> <p>2. Candidate demonstrates a limited ability to provide support to classroom teachers in building and using a classroom library and materials collection for all</p>	<p>1. Candidate does not develop a varied text set for adolescents around a specific disciplinary topic.</p> <p>2. Candidate does not demonstrate an ability to support classroom teachers in building and using a classroom library and materials collection for all learners.</p>

	building and using a quality accessible classroom library of materials collection that meets the specific needs and abilities of all learners.	and abilities of all learners.	learners.	
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write	<p>1. Candidate chooses texts that represent a wide range of diverse perspectives.</p> <p>2. Candidate develops very clearly structured reading and writing instruction that is responsive to diversity.</p>	<p>1. Candidate chooses texts that represent diverse perspectives.</p> <p>2. Candidate develops reading and writing instruction that is responsive to diversity.</p>	<p>1. Candidate chooses texts that represent some diverse perspectives.</p> <p>2. Candidate develops reading and writing instruction that is somewhat responsive to diversity.</p>	<p>1. Candidate chooses texts that represent limited diverse perspectives.</p> <p>2. Candidate develops reading and writing instruction that is limited in its responsiveness to diversity.</p>
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<p>1. Text set is clearly designed with texts that are relevant, interesting, and appropriate for the targeted adolescent.</p> <p>2. Candidate demonstrates a strong ability to provide differentiated instruction and to motivate students as agents of their own literacy learning.</p>	<p>1. Text set is designed with texts that are mostly relevant, interesting, and appropriate for the targeted adolescent.</p> <p>2. Candidate demonstrates an ability to provide differentiated instruction and to motivate students as agents of their own literacy learning.</p>	<p>1. Text set is designed with texts that are somewhat relevant, interesting, and appropriate for the targeted adolescent- but may be lacking in consistency of quality and/or relevancy of</p> <p>2. Candidate shows limited ability to provide differentiated instruction and to motivate students as agents of their own learning.</p>	<p>1. Text set is designed with texts that are not relevant, interesting, and/or appropriate for the targeted adolescent- major inconsistencies in the quality and/or diversity of texts.</p> <p>2. Candidate does not show an ability to provide differentiated instruction and/or to motivate students as agents of their own literacy learning.</p>

PART C

IRA Standards/ Elements	Exemplary (3) (18 points)	Proficient (2) (12 points)	Developing (1) (6 points)	Not Met (0) (0 points)
5.2 Design a social	1. Candidate	1. Candidate shows	1. Candidate shows	1. Candidate shows

<p>environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write</p>	<p>shows very strong evidence of creating a highly positive social, low-risk environment for diverse learners.</p> <p>2. Candidate provides a very clear analysis of his/her work with an adolescent; Discussion is well-articulated with logical and meaningful links to teaching practice.</p>	<p>evidence of creating a positive social, low-risk environment for diverse learners.</p> <p>2. Candidate provides an adequate analysis of his/her work with an adolescent; Discussion is developed with links to teaching practice.</p>	<p>evidence of creating a somewhat positive social, low-risk environment for diverse learners.</p> <p>2. Candidate provides an analysis of his/her work with an adolescent, though development and details may be lacking; discussion is vague with loose if any links to teaching practice.</p>	<p>little or no evidence of creating a highly positive social, low-risk environment for diverse learners.</p> <p>2. Candidate provides a brief description of his/her work with an adolescent, but is lacking in analysis; is weak, underdeveloped discussion and links to teaching practice are unclear or not evident.</p>
<p>6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p>	<p>1. Candidate very effectively models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues.</p> <p>2. Candidate very strongly demonstrates effective interpersonal communication in both one-on-one and group interactions as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.</p>	<p>1. Candidate effectively models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues,</p> <p>2. Candidate demonstrates effective interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.</p>	<p>1. Candidate mostly models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues,</p> <p>2. Candidate demonstrates an inconsistent ability in interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.</p>	<p>1. Candidate does not model a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues.</p> <p>2. Candidate ineffectively demonstrates interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.</p>
<p>6.3 Participate in, design, facilitate,</p>	<p>1. Candidate's presentation</p>	<p>1. Candidate's presentation</p>	<p>1. Candidate's presentation</p>	<p>1. Candidate's presentation does</p>

lead, and evaluate effective and differentiated professional development programs.	addresses all components effectively; thorough and succinct review of the strategy; concise summary of work with the adolescent, appropriately and effectively engages colleagues. 2. Candidate effectively collaborates in leading, and evaluating professional development activities for individuals and groups of teachers.	addresses all components; adequate review of the strategy; clear summary of work with the adolescent, and mostly engages colleagues. 2. Candidate collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.	addresses all components- but some area may be underdeveloped; includes review of the strategy- may be vague; weak summary of work with the adolescent, limitedly engages colleagues. 2. Candidate collaborates in and provides some leadership and evaluation of professional development activities for individuals and groups of teachers.	not address all components effectively; inconsistent review of the strategy; summary of work with the adolescent is vague, does not effectively engage colleagues. 2. Candidate does not collaborate in and/or leadership and evaluation of professional development activities for individuals and groups of teachers does not occur.
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Scoring Rubric Young Adult Author Study (15%)

	Exemplary 3 (18 points)	Proficient 2 (12 points)	Developing 1 (46points)	Not Met 0 (0 points)
Literature circles	Consistently prepared for discussion; actively listens to peers and regularly provides thoughtful insights and critical feedback.	Usually prepared for discussion; listens to peers and provides adequate insights and feedback.	Somewhat prepared for discussion; mostly listens to peers and sometimes provides feedback.	Rarely prepared for discussion; distracted when listening to peers; does not offer consistent or insightful feedback
Google Doc	All slides submitted.	All slides submitted, but some may be missing components.	Some (3-4) slides submitted.	Less than 3 slides submitted.
	Fully developed; 1. Includes picture	Adequately developed.	Partially developed.	Minimally developed. 1. May

	and relevant, interesting author information. 2. Provides succinct, detailed summary; 3. Evaluation shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. 4. Fully developed and reasonable rationale and thematic links; connections to overall teaching practice are thorough and well developed.	1. Includes picture and adequate author information 2. Provides adequate summary; 3. Evaluation shows evidence of synthesis of ideas presented and insights gained throughout the entire course. 4. Adequately developed rationale and thematic links; connections to overall teaching practice are evident.	1. Includes picture and general author information 2. Provides general summary; evaluation shows partial evidence of synthesis of ideas presented and insights gained throughout the entire course. 4. Partially developed rationale and thematic links; connections to overall teaching practice are general or vague.	not include picture and author information is vague or non-existent; 2. Provides vague summary; 3. Evaluation shows no evidence of synthesis of ideas and is limitedly supported; references to course concepts are weak or missing. 4. Weak rationale and thematic links; connections to overall teaching practice are nor evident or do not make sense.
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Scoring Rubric for ADL Assignment (15%)

	Exemplary (3) (21 points)	Proficient (2) (14 points)	Developing (1) (7 points)	Not Met (0) (0 points)
Video Presentation				
Introduction:	Very clearly stated; clearly identifies relevant connections and situates the work appropriately within adolescent literacy.	Adequately stated; identifies connections and situates work within adolescent literacy.	Partially stated; loosely identifies connections and how work is situated in adolescent literacy.	Minimally stated; unclear or does not accurately identify connections and relationship to
Message	Fully develops ideas; summarizes and synthesizes the key points concisely and accurately; ideas fully supported with textual evidence.	Adequately develops ideas; summarizes the article accurately and identifies most key points; ideas mostly supported.	Partially develops ideas; summary is vague and ideas are partially supported	Minimally develops ideas; summary describes different points covered in the article, may be disjointed, vague, and/or inaccurate; ideas not supported.

Conclusion: Critical Comments/ Reflection	Fully develops and supports insights; thoroughly addresses specific strengths and weaknesses by providing a clear, logical reason for why the points are strengths or weaknesses. Makes strong connections by comparing and contrasting the points to other readings covered in the course. Reflection summarizes insights in a logical manner and clearly supports ideas.	Adequately develops and supports insights; addresses strengths and weaknesses with adequate reasoning. Makes connections to other readings covered in the course. Reflection summarizes insights and mostly supports ideas.	Partially develops and supports insights; Briefly addresses strengths and weaknesses and tells why each point is a strength or weakness. Makes few connections to other readings covered in the course. Reflection describes general thoughts about the article.	Minimally develops and supports insights; addresses only strengths or only weaknesses. No connections, or very vague, to other course readings. Reflection not included or vaguely describes thoughts about the article
Blog				
Readability	Nearly error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. APA consistently followed	Minor errors in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits. APA mostly followed, may contain minor errors.	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits. APA contains several errors, major and minor errors.	Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to. APA not followed.
Content of one-pager	Fully developed summary points; identifies key points and organizes information in a logical, comprehensible manner	Adequately developed summary points; identifies most key points and organizes information in a mostly comprehensible manner	Partially developed summary points; identifies a few key points; organization is inconsistent, though gist of work is still somewhat comprehensible	Minimally developed summary points; identifies isolated points and organizes information unclearly; disjointed.
Synthesis & Response to Peers	Thoughtfully developed; includes thoughtful insights into teaching practice; logical, meaningful connections to course concepts and strong rationale Responses are always specific and thoughtful and promote critical thinking and/or connections to other resources/ideas.; completed in timely manner	Adequately developed; includes insights to teaching practice; makes some connections to course concepts Responses are mostly specific and thoughtful and encourage some critical thinking; completed in timely manner	Partially developed; insights may be vaguely stated and links to teaching practice are general; Responses are sometimes specific and thoughtful and encourage thinking about general ideas; some completed in timely manner	Minimally completed; Incomplete and/or vague insights and limited connections to course concepts. Responses are brief and lack depth and do not encourage critical thinking; not completed in timely manner
Self Evaluation	Submitted in timely manner			Not submitted

Scoring Rubric for Online Responses (10%)

	Exemplary (3) (12 points)	Proficient (2) (6 points)	Developing (1) (3 points)	Not met (0) (0 points)
Level of Participation	Contributes consistently and on time, with timely response posts.	Contributes often and on time, mostly timely response posts.	Contributes sometimes, may be late, some responses are timely.	Does not contribute or posts are always late.
Content of Postings	Fully developed; Makes specific, multiple references to course materials and concepts; Shows serious, thoughtful contemplation of ideas and clear, innovative connections to teaching practice.	Adequately developed; Usually makes references to course materials and concepts; Shows contemplation of ideas and connections to teaching practice.	Partially developed; Makes some references to the course materials and concepts; shows some contemplation of the ideas and make general connections to teaching practice	Minimally developed; Makes vague references to the course materials and concepts. Reading and/or viewing of material in an in-depth manner not evident.
Engagement	Replies and contributions are always insightful and contribute highly to the collective learning. Replies highly engage others to respond in critical, thoughtful ways.	Replies and contributions are usually insightful and mostly contribute to the collective learning. Replies often engage others to respond.	Replies and contributions are sometimes insightful and sometimes contribute to the collective learning. Replies sometimes engage others to respond.	Replies and contributions are rarely insightful and lack depth and do not engage others to reply.