George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL) Program

EDRD 630
Advanced Literacy Foundations and Instruction, Birth to Middle Childhood
3 Credits

Fall 2009

Instructor: Gail V. Ritchie, NBCT, Ph.D.
Time: Thursdays, 4:30 – 7:10
Room: FEA Building; Old Lee Hwy, Fairfax VA
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COURSE DESCRIPTION:
A. Prerequisite**:** Admission to the Literacy specialization or permission of the literacy
program coordinator.

B. This course provides a research-based foundation in literacy development for younger
learners. Study includes investigation of:

- Cognitive, socio-cultural, linguistic, developmental and motivational influences
  on literacy and language development; and
- Instructional strategies that facilitate learning for this age range.
- Comprehension development, fluency development, phonemic awareness, word
  recognition, vocabulary development, writing, spelling, family literacy, emergent
  literacy, oral communications, and the needs of diverse learners are included.

NATURE OF COURSE DELIVERY:

This class will be structured around discussion and small group activities; it is critical for
you to keep up with the readings and to participate in class. Instructor and student
generated questions related to course readings and assignments/projects will often be the
focus of group discussions. Be prepared to discus the content of the text and its relation to
your teaching experiences, course assignments, and projects, and to ask questions for
clarification, exploration, or to promote discussion. The instructor will use a lecture
method periodically for brief periods of time. Students will also be engaged in activities
designed to encourage application of materials from the readings and discussions to the
role of a reading specialist in Virginia.

STUDENT OUTCOMES:

1.1 Students will demonstrate knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction

1.2 Students will summarize and synthesize in writing their knowledge of reading research and histories of reading

1.3 Students will explain (orally and in writing) their knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity, including:
   a. Reading development (e.g., strategies for comprehension, fluency, word recognition, phonemic awareness, and vocabulary/concept development)
   b. Writing development (e.g., spelling, writing for a variety of audiences, and writing for personal expression)
   c. Oral communication development (e.g., speaking, listening, and creative expression)
   d. The language and literacy development of all learners (e.g., children who are learning English as a second language, children who find literacy learning difficult, and children with diverse special needs)

1.4 Students will model reading and writing enthusiastically as valued life-long activities.

1.5 Students will continue to pursue the development of professional knowledge and dispositions.

1.6 Students will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

A. International Reading Association Standards

Standard 1: Foundational Knowledge

Element 1:3 - Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

B. Relationship of Course to Program Goals and Professional Organizations:

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

C. Virginia Department of Education Standards:

Candidates demonstrate expertise in:
- Developing students' phonological awareness skills
- Promoting creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

- Explicit phonics instruction, including an understanding of sound-symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
- Morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- Structure of the English language, including an understanding of syntax, semantics, and vocabulary development.
- Systematic spelling instruction, including awareness and limitations of "invented spelling" and orthographic patterns.

REQUIRED TEXTS:
Barone, D. M., & Morrow, L. M. (Eds.). (2003). *Literacy and young children: Research-based practices*. New York: The Guilford Press.

Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write. (6th ed.)*. Boston: Allyn & Bacon.

<u>ELECTRONIC RESOURCES:</u>
<u>Articles</u>: Available electronically through GMU Library website (http://library.gmu.edu/, Click on 'e-reserves' tab (it's light green) from the column on the left of the page, select the course **(EDRD 630-6P1)** select Shanon Hardy as instructor's name; enter the Password: reading; click "Submit."

<u>Optional Texts</u>:
American Psychological Association (2001*). Publication Manual of the American Psychological Association (5th ed.).* Washington, DC: Author.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the

beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

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** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to 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://gmu.blackboard.com.**
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General Requirements:
A. 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. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please *speak to the instructor in a timely fashion.*

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – http://www.apastyle.org/pubmanual.html. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http:/library.gmu.edu/resources/edu/.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with readings and to participate in class.

E.   According to university policy, all beepers and cell phones should be turned off before class begins. Laptops may be used for notetaking and class experiences; however,

surfing the web and checking e-mail should be confined to before/after class and break times as the ability to multitask is a myth.

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Specific Course Requirements:

1. The **completion of all readings** assigned for the course is assumed. In addition, reading in professional journals is required for the research report. Because the class will be structured around discussion and small group activities pertaining to literacy from birth to grade four, it is imperative that you keep up with the readings and participate in class.

2. **Article Summaries:** Each student will choose two (2) articles from the assigned readings to be summarized: the two articles should come from two different sections (I, II or III) listed on page 7. The summaries will be due on the day the article is discussed in class (as listed on schedule). An example will be provided.
Summary components:
- Include the purpose of the article; main points of the article; critical comments/reflection (strengths, weaknesses) and your own reflection on the article (reflection is based on previous knowledge or experience).
- The summaries must demonstrate graduate level writing (at a minimum this means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Length: one-two pages (avoid exceeding two pages)
- Your article summary needs to include the article reference in APA style.
- Each student will need to discuss the summaries during the regular class discussion of that article (see Discussions below)

The two summaries are worth 18 points. Each summary is worth 9 points.

3. **Discussion of selected articles:** Students will lead an informal discussion concerning their selected article summary critiques. All discussions must include at least two questions for the class or a few discussion points that include strengths or weaknesses of the article. *NOTE:* You need to summarize the article, not re-state the article in full. **The discussion leader activity plus your overall class participation is worth 10 points.**

4. **Read Alouds:** Students will demonstrate read alouds/think alouds of a children's literature book. Criteria for evaluation will include ability to state objectives for read aloud. The read alouds/think alouds will be modeled in class. **This assignment is worth 7 points.**

5. **Group graphic organizer** and class demonstration of specific **phonic instruction** synthesized from class readings. For this assignment a group of three/four students will focus on one type of phonic instruction (synthetic, analytic, word study, spelling, embedded) and demonstrate the implementation of the phonics approach in a classroom

context. The group will present the approach through a graphic organizer including main points of the phonic approach. Demonstration can take any form the group selects. Evaluation of this activity will include ability to translate research on phonics to a demonstration.
The group graphic organizer is worth 10 points.

6. **Theory Application**: Students will create a visual representation of literacy practices occurring in their classroom (may include photos, drawings, or other materials). An initial representation will be done in the first class. Students may then add other literacy practices, or strategies that are used in instructing students in literacy. The theory application assignment will consist of aligning literacy practices with literacy theories (behaviorism, psycholinguistics, cognitive psychology, sociolinguistics, engagement - from readings and in class discussions). Students will need to be specific about what aspects of the instructional approach reflect the theories learned. Note that instructional implications/examples may draw from more than one theory.
Students will briefly explain their theory/practice understanding.
This assignment is worth 10 points.

7. **Performance Assessment Assignments: Emergent Literacy Scenario**
This assignment is designed for students to illustrate an emergent literacy scenario. Your scenario could be real or hypothetical but must represent a young child noting how the child's behaviors, observations, and cognitive and language processes, and his/her reactions to home/school environment indicate the main elements of emergent literacy. The scenario will be in a presentation format.
The assignment will be evaluated using the following criteria: accuracy in explaining components of emergent literacy, appropriate citation of research, ability to apply knowledge gained in class and in readings to the scenario.
In this assignment, all aspects of emergent literacy discussed in class and in readings must be present in the presentation, including language development.
This assignment is worth 15 points.

8. **Topic Paper:**
Each student will write a 6 to 8 page topic paper (not including references) related to a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from birth to grade four the topic for the paper must address typical literacy learners in this age range.* The paper needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address the diverse families and children who are present in Northern Virginia. Details about the paper will be provided and discussed in class. We will discuss in class when you will be responsible for having drafts of your writing to share some classmates and provide and receive feedback.
Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing). Specific criteria for different sections and aspects of the paper will be discussed in class. Each student will also make a 10 minute informal class presentation on her/his topic to the class on the last class session.

The paper and presentation are worth 30 points. Final paper is due Dec. 17, 2009.
*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards.** Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor.**

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard.

Suggested Literacy Related Journals for Topic Paper

- College English
- Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Reading Online
- Reading Research and Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Written Communication
- Yearbooks of the National Reading Conference
- Yearbooks of the College Reading Association

EVALUATION:

Assignment	Points
Article Summaries [2 summaries]	[9 each] 18
Discussion of Selected Articles and Overall Participation in Class	10
Group Graphic Organizer on Phonics	10
Read Aloud Activity	7
Theory Application	10
*Performance Assessment Assignment: Emergent literacy scenario/presentation	15
Topic Paper	30
All Course Assignments	100

Grading Scale	
A	94 – 100
A-	90 – 93
B+	85 – 89
B	80 – 84
C	70 – 79
F	COURSE REQUIREMENTS NOT MET

ARTICLES AND ASSIGNED READINGS TO CHOOSE FOR SUMMARY/REFLECTION ASSIGNMENT:

<u>I. Language and Emergent Literacy Group:</u>
Mason, J. M., & Sinha, S. (1993).   Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children,* (pp. 137-150). New York: Macmillan.

Teale, W. (2003). Questions about early literacy learning and teaching that need asking – and some that don't. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 140-157). New York: Guilford Press.

National Association for the Education of Young Children (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC). *Young Children,* 30-46.

<u>II. Phonics, Fluency, Balanced Literacy, Whole Language Group, Spelling Group:</u>
Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly,* 33(3), 338-356.

Fountas, I.C., & Pinnell, G. S. (1999) What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay.* Portsmouth, NH: Heinemann.

Morrow, L. M. (2009). Writing, spelling, and literacy development. In L. M. Morrow (Ed.), *Literacy development in the early years: Helping children read and write.* (pp. 233-282). New York: Pearson.

Casbergue, R. M., & Plauche, M. B. (2003). Immersing children in nonfiction: Fostering emergent research and writing. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 243-260). New York: Guilford.

Templeton, S., & Morris,D. (1999).   Questions teachers ask about spelling. *Reading Research Quarterly,* 34(1), 102-112.

 Kuhn, M. (2003). How can I help them pull it all together?: A guide to fluent reading instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 210-225). New York: Guilford.

Stahl, S. A. (2003). No more "madfaces": Motivation and fluency. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 195-209). New York: Guilford.

Barone, D. M. (2003). Caution, apply with care: Recommendations for early literacy instruction. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 291-308). New York: Guilford.

Sebastian Wren, *What does a "balanced literacy approach" mean?* The Southwest Educational Development Laboratory (**Distributed in class**)

III. Engaged Reading. Digital Literacies

Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association.

Morrow, L. M. (2009). Motivating reading and writing using old and new literacies. In L. M. Morrow (Ed.) *Literacy development in the early years: Helping children read and write.* New York: Pearson.

Karchmer, R. A., Mallette, M. H., & Leu, D. J. (2003). Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 175-194). New York: Guilford.

Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Readings	Assignments
1. 9/3/09	Orientation and Introductions	Au (1997) *Literacy for all students; Ten steps toward making a difference.* (Sent via e-mail) Routman *Chapter 2: A comprehensive literacy program* (distributed in class)	Blackboard Explanation/ Demonstration
2. 9/10/09	Historical Perspectives: Language & Literacy (Adviser Presentation)	Alexander & Fox (2004) *A historical perspective on reading and practice* Anderson (1994). *Role of the reader's schema in comprehension, learning, and memory.* Morrow: Chapter 1. *Foundations of early literacy development: Surveying the past to present.*	Literacy Theories Schema Theory
3. 9/17/09	Language & Literacy	Ruddell & Ruddell (1994). *Language acquisition and literacy processes.* Snow, Burns, & Griffin (1998). *Preventing reading difficulties before Kindergarten.* Morrow: Chapter 4. *Language & vocabulary development.*	**DUE: A list of the two articles you've chosen to critique. Sign-up sheet provided.**

		Hickman, Pollard-Durodola, & Vaughn (2004). *Storybook reading: Improving vocabulary and comprehension for English-language learners.*	
4. 9/24/09	Emergent Literacy & Early Literacy	Neuman: NAEYC (1998). Learning to read and write: Developmentally appropriate practices for young children. Mason & Sinha (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. Barone & Morrow: Chapter 2 – Teale: (*Questions about early literacy learning and teaching that need asking*). Barone & Morrow: Chapter 3 - Gaskins *(A multidimensional approach to beginning literacy*).	**Sign up for read-alouds/think aloud demonstrations. Sign-up sheet provided.**
5. 10/1/09	Theoretical Perspectives in literacy	Theory Presentations	**DUE: Theory Assignment**
6. 10/8/09	Phonics/Phonemic Awareness	Stahl, S., Duffy-Hester, A., & Stahl, K. (1998*). Everything you wanted to know about phonics (but were afraid to ask*) Morrow: Chapter 5 – *Strategies to figure out words: Phonological awareness, phonemic*	**Due: Choice of topic for topic paper (tentative)**

		awareness, and phonics. Barone & Morrow: Chapter 8 –Invernizzi (*Concepts, Sounds, and the ABCs: A diet for a very young reader.*	
7. 10/15/09	Phonics/Phonemic Awareness (Part 2)	Fountas, I. C., & Pinnell, G. S. (1999) *What does good first teaching mean?* Dahl, K., L., Scharer, P. L. Lawson, L. L., & Grogan, P. R. (1999*). Phonics instruction and student achievement in whole language first-grade classrooms.* Hoffman, J. V. (2002). *WORDS (on words in leveled texts for beginning readers.*	
10/22/09	NO CLASS		
8. 10/29/09	Balanced Literacy (Part 1)	Morrow: Chapter 9 – *Organizing and managing the literacy program.* Avalos, Plasencia, Chavez & Rascon (2007). *Modified guided reading: gateway to English as a second language and literacy.*	Small Group Work – Phonics Demonstrations
9. 11/05/09	Balanced Literacy (Part 2) Phonics Demonstrations	Barone & Morrow: Chapter 16 – Barone (*Caution, apply with care: Recommendations for early literacy instruction*).	**DUE: Group Phonics Demonstrations and Graphic Organizers**

10. 11/12/09	Writing Theory	Tompkins, G. E. (2004). *Understanding the essential characteristics of the writing workshop.* Morrow: Chapter 7 *Writing, spelling, and literacy development* Laman & Van Sluys (2008). *Being and becoming: Multilingual writers' practices*	
11. 11/19/09	Spelling/Fluency And Review of Balanced Literacy	Templeton, S., & Morris, D. (1999*). Questions teachers ask about spelling.* Barone & Morrow: Chapter 12 - Kuhn *(How can I help them pull it all together: A guide to fluent reading instruction).* Barone & Morrow: Chapter 11 – Stahl *(No more "madfaces": motivation and fluency development with struggling readers.* Barone & Morrow: Chapter 14 - Casbergtue and Plauche *(Immersing children in non-fiction: Fostering emergent research and writing).*	
12. 11/26/09	No Class	Thanksgiving Holiday	
13. 12/03/09	Emergent Literacy Scenarios/Presentations	Presentation E-copies will need to be uploaded to TaskStream.	**DUE: Emergent literacy scenarios** **Presentations**

14. 12/10/09	Families & Communities Technology/Assessment & Intervention **Small Group Work – In Class (if time permits)**	Baker, L. (1999). *Opportunities at home and in the community that foster reading engagement.* Barone & Morrow: Chapter 4 - XU (*The learner, the teacher, the text, and the content: Sociocultural approaches to early literacy instruction).* Barone & Morrow: Chapter 10 - Karchmer, Mallette, Leu *(Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies).* Taylor, Justice-Swanson, et al (*Helping struggling readers: Linking small group intervention with cross-age tutoring.)*	Pairs provide feedback to each other on topic paper.
15. 12/17/09	Topic Papers Due		**Topic Papers DUE**

E-Journal Reserves References

Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.). *Theoretical models and processes in reading (5th edition)* (pp. 33-68). Newark, DE: International Reading Association.

Anderson, D. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell (Ed.) *Theoretical models and processes in reading (4th edition)* (pp. 469-482). Newark, DE: International Reading Association.

Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher,* 61, 318-329.

Baker, L. (1999). Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaged reading* (pp. 105-133). New York: Teachers College Press.

Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly, 34(*3), 312-341.

Fountas, I. C., & Pinnell, G. S. (1999). What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.), *Stirring the waters the influence of Marie Clay* (pp. 165-185). Portsmouth, NH: Heinemann.

Hickman, P., Pollard-Durodola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English language learners. *The Reading Teacher,* 57, 720-730.

Hoffman, J. V. (2000). Words (on words in leveled texts for beginning readers). *National Reading Conference Yearbook, 51*, 59-81.

Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts, 85*(4), 265-275.

Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Eds.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan.

National Association for the Education of Young Children (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National

Association for the Education of Young Children (NAEYC). *Young children, 30-46.*

Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.). *Theoretical models and processes in reading (4ᵗʰ edition)* (pp. 83-103). Newark, DE: International Reading Association.

Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties before kindergarten. In C. Snow, S. Burns, & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-171). National Research Council.

Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly, 33(*3), 338-356.

Taylor, B. M., Justice-Swanson, K., Hanson, B. E., & Watts, S. M. (1997). Helping struggling readers: Linking small-group intervention with cross-age tutoring. *The Reading Teacher, 51(*3), 196-209.

Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly, 34(*1), 102-112.

Tompkins, G. E. (2004). Understanding the essential characteristics of the writing workshop. *Teaching writing* (pp. 1-15). Upper River Saddle, NJ: Pearson.

EDRD 630: Scoring Rubric for Literacy Topic Papers

	Distinguished 10 (A+)	Acceptable 8,9 (A) 6,7 (A-)	Developing 4, 5 (B) 1-3 (B-)	Not Present 0 (C)
Introduction and Overview • States purpose/rationale for studying the topic • States definitions related to the topic • Summarizes key points by synthesizing and analyzing what relevant research and theory says • Links key points to related research and theory by using relevant references **10 points Possible**				
Current Trends • Describes and summarizes current questions and issues in the literature on the topic • Summarizes key points by synthesizing and analyzing what relevant research and theory says • Links key points to related research and theory by using relevant references **10 points Possible**				
Future Directions • Describes and summarizes future directions to include: Potential research on the topic Potential applications of the topic to practice • Summarizes key points by synthesizing and analyzing what relevant research and theory says • Links key points to related research and theory by using relevant references **10 points Possible**				