TE 846: ACCOMODATING DIFFERENCES IN LITERACY LEARNERS

Michigan State University, Master of Arts in Teaching and Curriculum Program

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Office Hours: By Appointment

Required Texts

The following **two texts** are **required** for this course:

1. Mandel-Morrow, L. & Gambrell, L., Eds. (2011). *Best practices in literacy instruction* (4th edition). New York: Guilford Press.***
2. Samuels, S.J. & Farstrup, A.E., Eds. (2011). *What research has to say about reading instruction* (4th edition). Newark, DE: International Reading Association. ***

***Please note: You must have the *current editions* of **both texts** for this course. No other editions will be referenced or appropriate.

All other required readings are available for download from the course web site in the associated learning modules for each course topic.

Course Overview/Description

This course is organized around five broad topical areas and associated literacy instruction and assessment practices:

(a) *Cultural and linguistic differences*: second language acquisition and characteristics of English Language Learners (ELLs), education programs for ELLs, English language proficiency screening, and reading and writing instruction for second language learners;

(b) *Individual motivation differences***:** ways in which motivation affects student literacy learning, tactics for increasing motivation (e.g., goal setting, choice, learner-centered materials), tools for assessing motivational attributes (e.g., interest inventories);

(c) *Neuropsychological differences*: characteristics of students with language and learning problems, literacy instruction for students with language and learning problems; tools for screening language and learning limitations;

(d) _Instructional arrangements to accommodate learning differences_: adaptations to the environment, materials, teaching strategies, task requirement, and learning tasks, including cooperative learning arrangements, peer-mediated instruction, strategy instruction, and responsiveness to intervention; and

(e) _Required components of effective literacy instruction_**:** phonological awareness for decoding and spelling, phonics and structural analysis for decoding and spelling, vocabulary knowledge, reading and writing fluency, reading comprehension and written expression, reading and writing connections, literacy across the disciplines.

Course Objectives

The student will demonstrate knowledge of:

    • the principles of instruction and remediation in reading and writing

    • classroom assessment techniques for reading and writing

    • materials and adaptations (accommodations/modifications) for reading and writing instruction

The student will demonstrate the ability to:

    • critically evaluate materials, curricula, programs, and practices used in literacy instruction

    • select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of learners from diverse cultural and linguistic backgrounds

    • identify and discuss advanced literacy instruction practices

Course Schedule (_tentative and subject to change_)

Week and Topic(s)	Required Readings	Assignment Due
Week 1 Introduction to the Course Policy & Standards Shaping Literacy Instruction	• Listen to "What to Expect in TE 846" screencast. • Gambrell, Malloy, & Mazzoni (2011) in Mandel-Morrow and Gambrell (2011), chapter 1: "Evidenced-Based Best Practices in Comprehensive Literacy Instruction" (p. 11-36) • Madda, Griffo, Pearson, & Raphael (2011) in Mandel-Morrow and Gambrell (2011), chapter 2: "Balanced in Comprehensive Literacy	1. Read over the course syllabus, the "Introduction to Yourself" project assignment, and the discussion forum response guidelines. 2. Read all required readings for this module. 3. Review all

	Instruction: Evolving Conceptions" (p. 37-66) • Swanson & Vaughn (2011) in Samuels & Farstrup (2011), chapter 11: "Implementing a Response to Intervention Model to Improve Reading Outcomes for All Students" (p. 266-285) • **Review** all course presentations and PowerPoints located in "Instructional Presentations"	PowerPoint/videos for this module. 4. Write your "Introduction to Yourself" project. 5. Post the "Introduction to Yourself" to the drop box on ANGEL.
Week 2 Using Assessment to Inform Literacy Instruction Adapting & Modifying for Struggling Literacy Learners	• **Read** Valencia (2011) in Samuels & Farstrup (2011), chapter 15: "Using Assessment to Improve Teaching and Learning" (p. 379-405) • **Read** Allington (2011) in Samuels & Farstrup (2011), chapter 10: "Research on Reading/Learning Disability Interventions" (p. 236-265) • **Read** Reutzel (2011) in Mandel-Morrow and Gambrell (2011), chapter 17: "Organizing Effective Literacy Instruction: Differentiating Literacy Instruction to Meet Student Needs" (p. 412-435) • **Review** all course presentations and PowerPoints located in "Instructional Presentations"	1. Read your classmates' "Introduction to Yourself" projects to learn about the other members of our course community. 2. Read and review the Literacy Learner Analysis project. 3. Locate a student to use for your Literacy Learner Analysis project. (Refer to the project guidelines for ideas on how to locate a student.) 4. Complete "Literacy Learner Analysis Planning- Update 1" on ANGEL: discuss your selected student and select pre/post-assessments to use with your student. Fill in those parts of the template provided in the Update and upload to ANGEL. 5. Read all required readings for this module. 6. Review all PowerPoint/videos for this module.

Week 3 Motivating and Engaging Diverse Literacy Learners Family Literacy	• Carlo and Bengochea (2011) in Mandel-Morrow and Gambrell (2011), chapter 5: "Best Practices in Literacy Instruction for English Language Learners" (p. 117-137) • Guthrie (2011) in Mandel-Morrow and Gambrell (2011), chapter 7: "Best Practices in Motivating Students to Read" (p. 177-198) • **Read** Paratore & Edwards (2011) in Mandel-Morrow and Gambrell (2011), chapter 18: "Parent-Teacher Partnerships That Make a Difference in Children's Literacy Achievement" (p. 436-454) • **Review** all course presentations and PowerPoints in the "Instructional Presentations" folder.	1. Complete "Literacy Learner Analysis Planning- Update 2" on ANGEL: report out on the assessments administered with your student (the results) and complete your lesson-planning matrix. Fill in those parts of the template provided in the Update and upload to ANGEL. 2. Read all required readings for this module. 3. Review all PowerPoint/videos for this module.
Week 4 Word Recognition Instruction & Assessment Fluency Instruction & Assessment	• **All read:** Adams (2011) in Samuels & Farstrup (2011), chapter 1: "The Relationship Between Alphabetic Basics, Word Recognition, and Reading" (p. 4-24) • **Early/Middle Childhood reading:** Mandel-Morrow, Tracey, & Del Nero (2011) in Mandel-Morrow and Gambrell (2011), chapter 3: "Best Practices in Early Literacy: Preschool, Kindergarten, and First Grade" (p. 67-95) • **Adolescent reading:** Learned, Stockdill, & Moje (2011) in Samuels & Farstrup (2011), chapter 7: "Integrating Reading Strategies and Knowledge Building in Adolescent Literacy Instruction" (p. 159-185) • **Read** Rasinski & Samuels (2011) in Samuels & Farstrup (2011), chapter 4: "Reading Fluency- What It is and What It Is Not" (p. 94-114) • **Review** all course presentations and PowerPoints in the "Instructional Presentations" folder.	1. Read all required readings for this module. 2. Review all PowerPoint/videos for this module. 3. Teach the lessons to your student and administer the post assessments for the Literacy Learner Analysis Project.

| Week 5

Vocabulary Instruction & Assessment

Comprehension Instruction & Assessment | • **Read** Blachowicz & Fisher (2011) in Mandel-Morrow and Gambrell (2011), chapter 9: "Best Practices in Vocabulary Instruction: Revisited" (p. 224-249)
• **All read:** Duke, Pearson, Strachan, & Billman (2011) in Samuels & Farstrup (2011), chapter 3: "The Essential Elements of Fostering and Teaching Reading Comprehension" (p. 51-93)
• **Early/Middle Childhood reading:** Almasi & Hart (2011) in Mandel-Morrow and Gambrell (2011), chapter 10: "Best Practices in Comprehension Instruction" (p. 250-275)
• **Adolescent reading:** Fisher & Frey (2011) in Mandel-Morrow and Gambrell (2011), chapter 14: "Best Practices in Content-Area Literacy" (p. 343-360)
• **Review** all course presentations and PowerPoints in the "Instructional Presentations" folder. | 1. Read all required readings for this module.
2. Review all PowerPoint/videos for this module.
3. Analysis your pre/post-assessments and begin to write the reflection narrative (final sections of your report) for the Literacy Learner Analysis Project. **FINAL REPORT DUE NEXT WEEK.** |
| Week 6

Writing Instruction & Assessment | • **Skim and scan** the Alliance for Excellent Education, "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (download the PDF of the report at http://www.all4ed.org/publication_material/reports/writing_next)
• **Read** Bromley (2011) in Mandel-Morrow and Gambrell (2011), chapter 12: "Best Practices in Teaching Writing" (p. 295-318)
• **Review** all course presentations and PowerPoints in the "Instructional Presentations" folder. | 1. Read all required readings for this module.
2. Review all PowerPoint/videos for this module.
3. Finish your report for the Literacy Learner Analysis Project. Submit your final copy to the drop box on ANGEL. |

Course Requirements

1. Read required readings and selected extended readings as assigned.

2. Complete the "Introduction to Yourself" project to facilitate the formation of a learning community.
3. Participate in online discussions or responses related to the learning modules (guidelines provided).
4. Participate in two live chat sessions as assigned (be prepared to discuss course content).
5. Complete a final project that includes student literacy assessment and analysis of findings for a literacy learner (guidelines provided).

Grading Policy

Course Assignments:

- 10% for the "Introduction to Yourself" project
- 40% for online discussion participation
- 50% for the Literacy Learner Analysis project
  - Parts of this project will be due throughout the course schedule. Your completion of each part is critical to your overall grade.
    - Update 1: 10%
    - Update 2: 10%
    - Final Project Submission: 30%
- 5% extra credit (1 point for each extra credit completed)

Grading Policies:

- 4.0 A (outstanding performance); 90-100
- 3.5 B+ (good performance); 85-89
- 3.0 B (average performance); 80-84
- 2.5 C+ (fair performance); 75-79
- 2.0 C (minimally acceptable performance); 70-74
- 1.5 D+ (borderline performance); 65-69
- 1.0 D (poor performance); 60-64
- 0.0 F (unacceptable performance); 0-59

All assignments are due on Saturday evening of that week, by midnight (US Eastern time zone), unless previously stated in the syllabus or on ANGEL. Please be aware of due dates and time zone differences.

All written assignments should be typed in 12 pt. font (Arial or Times New Roman) and double-spaced. You should adhere to the style and, when appropriate, format conventions described in the Publication Manual of the American Psychological Association (6th ed.). This is the formal style for educational publication. As a Master's level student, it is imperative that you are familiar with this format for all citations and structure in your writing.

Late assignments will be accepted, but the grade will be lowered by at least 10%. **However, special arrangements can be made if you talk to me prior to the due date.** Please realize that timeliness in all assignments is imperative for your success in this Master's course and in the MATC program. You must make accommodations in your schedule to meet these expectations accordingly.

You may contest a grade if you believe there was an error made in assigning the grade or in calculating the grade. However, a grade may not be contested simply because you believe you put forth ample effort deserving a higher grade (note the use of the word "performance" in the grading scale above--I have no way of gauging your purported effort) or you are unhappy with your grade. Of course, you are welcome to discuss with me the rationale for your grade if you are unclear about the feedback you were provided. The procedure for contesting a grade involves submitting the graded assignment with a written request to review the assignment; the request should identify specific points of clarification or disagreement that you also have marked in the assignment. In responding to your request, I will re-grade the assignment with your specific points in mind.

Support Available at MSU

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Counseling Center: Even typical, capable, intelligent and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270, and the website describing services and other information can be located at: http://www.couns.msu.edu/. The Center is at 207 Student Services Building.

Writing Center: Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents and others. For those reasons, teacher candidates are expected to write effectively and to follow writing conventions. If you need more help in meeting those expectations than you can get from instructors and other classmates, try the Writing Center at 300 Bessey Hall, 432-3610, http://writing.msu.edu/ . Grammar Hotline: 432-1370.

Office of Student Writing Assistance (OSWA): Through the College of Education, Professor Douglas Campbell is available to support COE undergraduate and graduate students in improving their writing. This assistance includes attention to the specifics of English grammar and vocabulary, and meeting the substantive requirements of particular course assignments. The office is located in 116I Erickson Hall, and Professor Campbell can be reached by phone at 517-432-1425 (OSWA) or 517-449-1849 (cell) or email at campbell@msu.edu. Weekly office hours are as follows: Monday, Tuesday and Friday: 9:30 a.m. – 12 noon and 1:30 – 5 p.m.; Thursday: 1:30 – 6 p.m.

MSU Libraries: The MSU Libraries offer not only print and digital access to millions of documents, but also many services designed to help you take advantage of these resources now and in the future. You can receive support from librarians via web chat, instant message, email, phone, and in person. The subject librarian for the College of Education (that is, the librarian with particular expertise in documents, databases, and other resources in education) is Kate Corby. Her phone number is 517-884-0852, her email address is corby@msu.edu, and her web address is http://staff.lib.msu.edu/corby/.

Academic Integrity

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.
4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.
5. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three required colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.
6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.