FRESN⊚STATE
Kremen School of Education and Human Development

SYLLABUS FOR RESEARCH FOR READING PROFESSIONALS (LEE 244)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: https://bbl-app.learn.fresnostate.edu	Office Hours

Introduction and Course Description

Catalog Description:

Study of past and current research in reading related to instructional issues; planning and analysis of curricula in light of current re search; application of research skills.

Course Description:

LEE 244 provides an in-depth study of seminal, developing, and cutting edge literacy research. Students will learn basic research and evaluation methods including research design, sampling, instrument selection and statistical procedures in order to critically examine research and program recommendations from experts in literacy acquisition and instruction. These skills will prepare students to conduct their own research project, develop curriculum, and understand the role of the reading specialist in facilitating teachers' knowledge of connections between research and practice.

Prerequisites

Prerequisites: LEE 213, LEE 215, LEE 278, and permission of instructor.

Required Textbooks and Materials

Bracey, G. W. (2006). Reading Educational Research: How to avoid getting statistically snookered. Portsmouth, NH:Heinemann

Lapp, D. & Fisher, D. (Eds.) (2011). Handbook of research on teaching English language arts (3rd Edition). Mahwah, NJ: Erlbaum. www.erlbaum.com

Kamil, M., Pearson, P. D., Moje, E. B. & Afflerbach, P. P. (2011). Handbook of Reading Research, Volume IV. New York: Routledge.

Course Goals and Primary Learning Outcomes

Course Goals:

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development.

To achieve these goals, students will:

1. Expand upon and apply their knowledge of the five major components of literacy knowledge and instructional applications in elementary and secondary school settings (reading process, integrated language arts, literature, second language acquisition, and assessment). Then students will analyze current practice and evaluate how it reflects current research knowledge;
2. Analyze research behind current state and federal reading initiatives and design a blueprint for a district level program that addresses these initiatives.
3. Read and share research on topics related to literacy acquisition and interventions; and
4. Learn research-based procedures for planning, conducting, and evaluating research investigations and conclusions.

Primary Learning Outcomes:

Students will be able to:

1. Analyze research from the emergent reading, comprehension, and English Learner fields of literacy and construct a review of the literature that summarizes the context, methods and implications of the research reviewed, and compares the various theoretical perspectives that were examined.

Examinations and Major Assignments

Assignment and Examination Schedule

Date	Assignment	Points	Percentage of Grade
	Project Proposal/Research Wiki	100	40%
	Research Analysis/Panel Discussion	20	10%
	Quizzes/Final Exam	60	20%
	Discussion Board Forums	50	20%
	Classroom Practice Analysis	20	10%

Quizzes/Final Exam (60 points)

Four timed quizzes will be administered online. You can only take the quiz once (unless you give me a very good reason). While you may use your readings and other materials while taking the quiz, the quiz is timed so that you do not have adequate time to look up the information. You should not share your answers with other students or work together. The quiz questions will be randomized. 10 points each. A final exam will be given worth 20 points.

Panel Discussion (20 points)

You will read 2 assigned articles carefully, describe it for the class and engage the class in a discussion about that topic.

Discussion Board Forums (50 points)

In response to the readings write a one-page comment integrating the ideas from the readings into some kind of argument. Do not summarize. You should seek to understand issues in deep ways. You can ask questions that might help you elaborate on a topic by asking: Have I fully articulated what this idea about teaching looks like in my classroom? What does it look like with other types of students? Why does it work? What research supports it? What are other perspectives on this topic? After you have posted your comments, you should read other students' ideas and respond to two of them in two paragraphs each. 10 points each.

Analysis of Classroom Practice (20 points)

We want to analyze what classroom practice looks like and support it with research. You will write 2 essays describing particular classroom instructional practices and reflect on how your practices were guided by research we have analyzed in the course.

Research Project Proposal or Literacy Research Wiki (100 points)

Research Project Proposal
Choose a question related to language arts that you wish to learn more about, research the topic, and write a literature review. Examine the question in depth, consulting at least 20 (for a B; 30 for an A) research studies. Compile what you learn in a scholarly paper in APA format, typed, double-spaced, and about 20 pages long.

Chapter 1, the introduction helps the reader understand the big picture in about 5-7 pages. This is the place where you should write about why this topic is of personal interest to you and to the field of literacy teachers. Chapter 3 will be about methods of research or methods of inservice or dissemination of your ideas. You will submit a second draft of all 3 chapters. This project is worth 100 points total. Up to 20 points will be awarded for the initial draft of the literature review, 30 points for the second draft, and 50 points for the final draft. Grading will be based on content, thoroughness, organization, style, and use of Standard English and APA format.

Wiki Literature Review
Review the literature in at least 4 different areas of literacy (Required areas are: emergent literacy; comprehension; English Learners). Select *at least* 5 research studies you determine to be important to the field. Create a separate link for each study on your Wiki page. For each study provide: a summary of the research questions, sample, methods, instruments and findings; a critique of the strengths/weaknesses of the research procedures, design, and conclusions; and provide at least one paragraph justifying the importance of the study, limitations, and implications for policy and practice. The purpose in this assignment is to have you (1) learn more about research based reading instruction, (2) learn about the APA format, and (3) to refine your writing skills.

Grading

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (225 points) or better = A, 80-89% (200-224 points) = B, 70-79% (175-199 points) = C, 60-69% (150-174 points) = D, 59% (173 points) or below = F.
 (See the rubrics in the syllabus for further clarification on grading)

Assignments are due on the day of class. Papers that are late may be subject to a 10% reduction of points the first week and 20% reduction of points after that.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Work Submission Policy: All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

Study Expectations: In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (http://www.fresnostate.edu/adminserv/technology/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Tentative Course Schedule

Tentative Course Schedule

Date	Topic	Assignment
1	Seminar: Course Overview & Syllabus Writing the first three chapters of the proposal Conferencing with individuals who will write projects/theses	**Read Syllabus**
2	Research Presentation: Children's Literature Basics of Educational Research Types and Uses of Research	Read Chapters 1 and 2 of Bracey Reading Educational Research; Paris article
3	Reading Educational Research Types of research	Read Chapters 3 and 4 of Bracey
4	Assessment Design and Purpose Panel Discussion: Understanding the design and use of District-level Assessments such as Dibels and large scale assessments such as Smarter Balanced and NAEP.	Read the sections on web referring to emergent readers. Review district, state and national assessment sites and data.
5	Emergent Literacy Panel Discussion: Examining the research behind state and federal reading initiatives and designing a reading program at the district level.	Read the sections in Garan that refer to emergent reading; Quiz; Prepare panel discussion
6	Reading Process Learning Disabilities	Read Reading Process and Learning Disabilities section. Post on Discussion Board
7	Learning Disabilities Culture and Reading	Read Learning disabilities and Culture section. Post on Discussion Board
8	Comprehension Research	Read the sections on comprehension; Quiz
9	Comprehension Research	Read the sections on comprehension; Quiz Post Chapter 3 or draft of wiki
10	English Learner Research Panel Discussion	Read the sections on English Learner research; Quiz
11	International Comparisons Analyzing Research or wiki Meet in writing group	Read the sections on International Comparisons; Post on Discussion Board
12	Panel Discussion: Vocabulary Research	Work on Proposals/Wikis & Panel Discussions
13	Panel Discussion: Intervention Research	Work on Proposals/Wikis & Panel Discussions
14	**Present Wikis & Project Proposals**	Wiki & Proposals DUE

Date	Topic	Assignment
15	**Final Exam**	

Rubrics

Research Project Proposal Rubric

<table>
<tr><td colspan="4">Rubric for Chapters 1-3 for LEE244</td></tr>
<tr><td></td><td colspan="3">Highest number of points possible in each category</td></tr>
<tr>
<td>Introductory Chapter</td>
<td>5 Starts with educational jargon assuming readers are already excited about this topic and doesn't flow</td>
<td>7 Somewhat important information or interesting story at the beginning and sometimes flows logically to questions at the end</td>
<td>10 Grabs reader with important information or a compelling story at the beginning and flows logically to questions at the end</td>
</tr>
<tr>
<td>Research Chapter Depth & Length</td>
<td>10 Not too deep or far ranging 10-12 pages</td>
<td>15 limited depth of studies including few that challenge hypothesis 13-14 pages</td>
<td>20 depth of studies including some that challenge hypothesis & 15-20 pages</td>
</tr>
<tr>
<td>Research Chapter is idea driven and not a sequence of studies</td>
<td>10 One study for one paragraph then another study</td>
<td>15 Most of the chapter is idea driven and some is a sequence of studies</td>
<td>20 Chapter is idea driven and not study driven.</td>
</tr>
<tr>
<td>Methods Chapter</td>
<td>10 Includes population and context, data sources, data analysis, data presentation. Sometimes explains reason for adding the information in each part above.</td>
<td>15 Mostly describes the purpose of the chapter; flows with population and context, data sources, data analysis, data presentation. Mostly explains reason for adding the information in each part above.</td>
<td>20 Describes the purpose of the chapter; flows with population and context, data sources, data analysis, data presentation; explains reason for adding the information in each part above e.g. Why were the data sources chosen? Why analyze or present using that method?</td>
</tr>
<tr>
<td>Transitions in between sections</td>
<td>2 Few transitions</td>
<td>3 Transitions that are somewhat clear</td>
<td>5 Transitions help reader organize the sections of paper</td>
</tr>
<tr>
<td>Clarity of Writing</td>
<td>10 Don't understand some parts</td>
<td>15 Somewhat clear</td>
<td>20 Clear and understandable</td>
</tr>
<tr>
<td>APA for titles, citations & references</td>
<td>5 10 errors</td>
<td>7 Only 5 errors</td>
<td>10 2 errors</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>/100</td>
</tr>
</table>

Wiki Literature Review Rubric

Wiki	Satisfactory	Good	Craftsman (Excellent)
	Points Possible up to…		
Topics covered	Covers 5 studies for each of 4 topics including Emergent Literacy, Comprehension & English Language Learners 30 points	Covers 6 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 35 points	Covers 7 studies for each of 5 topics including Emergent Literacy, Comprehension, & English Language Learners 40 points
Summary	Summary tells too much or not enough about the context (students) & methods, and provides somewhat clear conclusions 25 points	Summary tells a little about the context (students) & methods, and summarizes conclusions and implications 27 points	Summary provides sufficient amounts of context (students) & methods and summarizes conclusions and implications clearly 30 points
APA	10 errors 5 points	5 errors 7 points	2 errors 10 points
Attractive	Nice but a bit plain 6 points	Changed parts of the standard format 8 points	Lots of changes and wiki looks very attractive 10 points
Members & Discussions	No members or discussions 7 points	One or two members and 5 ideas discussed 9 points	3 or more members (some outside of class), 7 discussion posts & other features such as widgets 10 points
Total Score			100

Online Discussion Forum Rubric

Rubric for Online Discussion of Reading Responses			
Originality - Not a only a summary of reading but highlights and amplifies particular ideas - Creative responses	1	2	
Drawing Heavily on Reading and other Primary Sources - Reflects on many ideas of the readings as the main sources for discussion and response - Reflects on responses of students, responses of colleagues, or responses of classmates in online discussion - Reflects on previous readings, discussions, workshops, or readings from other classes or readings either online or in journal.	1	2	3
Depth of Thought & Analysis - Carries the ideas of the reading further or adapt the idea in a classroom setting or other possible classroom contexts - Makes connections to other ideas or theories. - Maintains complex discussion without repetition over many paragraphs or sessions.	1	2	3
Significance or Importance of the Information - The ideas eventually lead to classroom application by you or others. - Thoughts lead to greater social justice or higher quality or quantity of learning.	1	2	
Total Reported by email each module		10	