Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number		Course Title	
EDAM 5001		**Guiding Principles and Language Development**	
Section/Semester	Location		Meeting Times
	Online		

Instructor Contact Information

Instructor Name		Office Hours (if applicable)	
Phone Number	E-mail		Best time(s) to be contacted

Course Description from Graduate Bulletin:

This course is the prerequisite for all other courses in the Early Childhood Literacy program. It outlines the philosophical base for the program as well as key understandings central to young children's early literacy development. Course topics will include guiding principles for developing children's early literacy skills, language development stages, theories of language acquisition, linguistic diversity, language assessment, communicative disorders, and school-home connections.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master's degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Texts:

Otto, B. (2013). *Language development in early childhood education (4th ed.)*. Boston, MA: Pearson. ISBN-13: 978-0132867559/ ISBN-10: 0132867559

Copple, C. & Bredekamp, S. (eds.) (2010). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.)*. Washington, DC: NAEYC. ISBN-13: 978-1928896647/ ISBN-10: 1928896642

Readings Available by Download from Wilkes Online University

Pungello, E.P., Iruka, I. U., Dotterer, A. M., Mills-Koonce, R. & Reznick, J.S. (2009). The effects of socioeconomic status, race, and parenting on language development in early childhood. *Developmental*

Psychology, 45(2), 544-557.

Recommended Reading List and Resources:

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs* (3rd ed.). Boston, MA: Pearson

Allington, R. L. & Gabriel, R.E. (2012). Every child, every day. *Educational Leadership*, 69(8), 10-15

Beaty, J. J. (2013). *Observing development of the young child* (8th ed.). Boston, MA: Pearson.

Christie, J., Enz, B.J. & Vukelich, C. (2010). *Teaching language and literacy: Preschool through the elementary grades* (4th ed.). Boston, MA: Pearson.

Neuman, S.B.& Wright, T.S.(2010). Promoting language and literacy development for early childhood educators. *Elementary School Journal*, 111(1), 63-86.

Tompkins, G. (2015). *Literacy in the early grades: A successful start for PreK-4 readers and writers* (4th ed.). Boston, MA: Pearson.

Wasik, B. A. & Hindman, A. H. (2013). Realizing the promise of open-ended questions. *Reading Teacher*, 67(4), 302-311.

Speech and Language Developmental Milestones by National Institutes of Health
www.readingrockets.org/article/speech-and-language-developmental-milestones

Preschool language and literacy practices, what works clearinghouse USDOE
www.readingrockets.org/article/preschool-language-and-literacy-practices

National Reading Panel Report (2000)
www.nichd.nih.gov/research/supported/Pages/nrp.aspx

Executive Summary: Developing Early Literacy: Report of the National Early Literacy Panel
www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf

International Literacy Association
http://www.literacyworldwide.org/

Reading Rockets
www.readingrockets.org

Read, Write, Think
www.readwritethink.org

Get Ready to Read
www.getreadytoread.org

Voice of Literacy Podcasts
www.voiceofliteracy.org/

The Educator's Guide to Learning Disabilities and ADHD

www.ldonline.org/

Center for Evidence-Based Practices
http://www.evidencebasedpractices.org/

University of Connecticut- Literacy Web
www.literacy.uconn.edu

University of Oregon- Big Ideas in Beginning Reading
http://reading.uoregon.edu/

Florida State University- Florida Center for Reading Research (FCCR)
http://www.fcrr.org/

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological*

    Association (6th ed.). Washington, DC: Author.

Course Prerequisites:

EDAM 5001: Guiding Principles and Language Development

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.

7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes for Early Childhood Literacy Program (ECLPO)

1. Students will be able to demonstrate knowledge and understanding of essential concepts, inquiry tools, and structure of content areas related to literacy acquisition and development in young children. (IRA 1/NAEYC 1)
2. Students will be able to interpret literacy assessment data to plan and evaluate instruction using multiple indicators of student progress. (IRA 3/NAEYC 3)
3. Students will be able to plan and adapt literacy instruction using developmentally appropriate instructional strategies, curriculum resources, and technologies that address the diverse needs of PK-4 learners at a variety of instructional levels across all learning domains. (IRA 2, 4/NAEYC 4, 5)
4. Students will be able to develop a safe, inclusive, literacy-rich learning environment incorporating developmentally appropriate practices that promote skill development and enhance literacy experiences for all learners. (IRA 5/NAEYC 1)
5. Students will be able to engage in reflective practice that leads to improvement in instruction and student learning, and fosters professionalism in school and community settings. (IRA 4, 6/NAEYC 2,6)

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning
1. Demonstrate an understanding of the research supporting how children acquire language	IRA 1 NAEYC 1 ISLO 1-2,5 SELO 1-3,7 GEPO 1-3, 5 ECLPO 1	• Discussion • Metacognitive Research Review • Research to Practice Paper
2. Demonstrate knowledge of the essential concepts of language development including developmentally appropriate practices, curriculum resources, and technologies for teaching grades Pk-4	IRA 1-2, 4 NAEYC 1, 4, 5 ISLO 1-2 SELO 1- 5, 7 GEPO 1-2, 5 ECLPO 1, 3	• Class Wiki • Discussion
3. Design developmentally appropriate instruction that supports children's oral language development in a balanced approach to literacy	IRA 2, 4 NAEYC 4, 5 ISLO 1-2 SELO 1-4 GEPO 1-2, 4 ECLPO 1,3	• Lesson plan

4. Examine educational issues and/or trends based on current research in the field of language development and instruction	IRA 1-6 NAEYC 1-6 ISLO 1-3, 5 SELO 1-3, 5 GEPO 1-3 ECLPO 1-5	• Research to Practice Paper • Metacognitive Research Review
5. Demonstrate effective strategies for involving families in supporting language and literacy in young children	IRA 1 NAEYC 1 ISLO 1-2 SELO 1-3 GEPO 1-2 ECLPO 1	• Discussion
6. Interpret and evaluate assessment data to inform instructional decision-making that supports students' language development	IRA 3 NAEYC 3 ISLO 1-3 SELO 1-3, 5-6 GEPO 1-3 ECLPO 1-2	• Assessment Analysis • Discussion
7. Research a topic of inquiry related to language development for the purpose of improving instructional practice	IRA 1-6 NAEYC 1-6 ISLO 1-3, 5 SELO 1-5 GEPO 1-3 ECLPO 1-5	• Metacognitive Research Review • Discussion

Course Requirements & Assessments

Discussion forums (20 points each):
Throughout the course, learners will be required to actively participate in an online discussion forum where they will engage in developing a professional community of learners focused on improving literacy instructional practices in PK-4 classrooms. For each discussion, students will share an initial post and respond to the postings of at least two colleagues. Discussion forums will include reflections on course content and sharing of professional experiences related to course topics.

Initial post: Discussion prompts will be provided for each discussion activity. Your initial post should demonstrate reflective and analytical thinking, as well as cohesive, graduate level writing. The majority of course discussions will be related to course readings. When expected to refer to the research, concepts, and theories presented in the readings you will be required to include in-text citations. References should be added at the end of your post if you cite information obtained from sources outside the course. **All in-text citations and end references must follow PA guidelines.** Initial posts are due by the designated day.

Replies: You are to read initial discussions and respond to a minimum of two other students' posts. Interaction in discussions is expected throughout the course by composing salient replies, asking analytical questions, and replying to any questions that you have been asked in the discussion. Discussions will close on the designated day.

Discussion Cycles: Your facilitator will provide a discussion schedule at the start of the course.

Expected Levels of Participation: Students are expected to be active participants in all discussions throughout the span of the course.

Online Discussion Rubric – 20 points					
	Advanced 4	**Proficient 3**	**Basic 2**	**Below Basic 1**	**No Submission 0**
Initial Post: Knowledge and Understanding of Content	Provides a substantive and well-supported post by citing and referencing information and concepts presented with insightful information that indicates depth and engagement in the topic.	Provides a well-supported post by citing and referencing information and concepts presented with insightful information that indicates engagement in the topic.	Provides a limited and/or insufficiently supported post that may be based primarily on professional experiences and/or lacks information or citation of concepts	Provides a very limited and/or unsound post based primarily on professional experiences without support and/or citation of concepts	Does not provide an initial post
Replies: Contribution to the Online Learning Community	Responds appropriately to two or more students with insightful information that enriches discussion and demonstrates strong engagement with peers	Responds appropriately to at least two students with information that adds to the discussion and engages peers	Responds appropriately to two students with information but lacks sufficient insight to engage peers	Does not respond appropriately, and/or provides a superficial response that does not engage peers and/or responds to only one student	Does not reply to peers
Linking Content to Reflective Professional Practice	Establishes strong reflective connections that link content to research-based professional practice	Establishes reflective connections that link content to professional practice	Makes reflective comments that do not clearly link content to professional practice	Makes limited or no reflective comments and/or does not link content to professional practice	Does not post to discussion
Writing Conventions	Demonstrates strong control of grammar, mechanics, spelling, and sentence formation. If citations are required or provided voluntarily, citations follow APA guidelines	Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation with minimal errors. If citations are required or provided voluntarily, citations follow APA guidelines	Demonstrates limited control of grammar, mechanics, spelling, and sentence formation with multiple errors. If citations are required or provided voluntarily, citations mostly follow APA guidelines	Does not demonstrate control of grammar, mechanics, spelling, and sentence formation. If citations are required or provided voluntarily, citations do not follow APA guidelines	Does not post to discussion
			2	**1**	**0**
Timeliness-Initial Post			Submits initial post on time	Does not submit initial post on time	Does not post to discussion
Timeliness-Replies to Other's			Provides responses on time	Does not provide responses on time	Does not post replies

Postings					

Lesson Plan (30 points):

Learners will develop a lesson plan demonstrating their understanding and knowledge of developmentally appropriate instruction, activities, and curriculum resources for developing students' language skills in PK-4 classrooms. The lesson plan will be completed using a provided template. This assignment will be uploaded directly into the course LMS.

Lesson Plan Rubric- 30 points					
	Advanced 4	**Proficient 3**	**Basic 2**	**Below Basic 1**	**No Submission 0**
Desired Results (Content standard(s), understanding(s)/goals, essential questions)	Content standard(s), understanding goal(s), and essential questions are fully detailed	Content standard(s), understanding goal(s), and essential questions are adequately detailed	Content standard(s), understanding goal(s), and essential questions are minimally detailed	No reference made to content standard(s), understanding goal(s), essential questions	Assignment not submitted
Student Objectives/ Outcomes	Lesson objectives are clear, measurable, and completely aligned to desired results. learning progression is evidenced	Lesson objective(s) are clear, measurable, and mostly aligned to desired results	Lesson objective(s) somewhat clear & measurable; partial connection to the desired results	Lesson objective(s) lack clarity &/or measurability; connection to desired results not apparent	Assignment not submitted
Learning Plan	Learning plan has explicit match between procedures and objective(s); multiple teacher modeling or examples provided; with opportunities for guided & independent practice; thoroughly details the teacher's step-by-step actions	Learning plan has clear match between procedures and objective(s); adequate teacher modeling or examples provided; some opportunities for guided & independent practice; sufficiently details teacher's actions step-by-step	Learning plan has limited match between procedures and objective(s); limited teacher modeling or examples provided; few opportunities for guided & independent practice; plan missing necessary details for teacher's actions	Learning plan has no match between procedures and objective(s); no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions	Assignment not submitted
Assessment Evidence	Assessment evidence is developmentally appropriate and	Assessment evidence is developmentally appropriate.	Assessment evidence is not developmentally appropriate and/	Assessment evidence is missing or does not	Assignment not submitted

				2	1	0
	well detailed. Shows clear relationship to all lesson objectives and desired results	Shows relationship to all lesson objectives and desired results	or inaccurately measures the objective(s) or desired results	measure objective(s) and/or desired results		
Implementation Challenges	Lesson plan clearly identifies potential challenges inherent to the lesson and suggests developmentally appropriate alternative instructional strategies	Potential challenges inherent to the lesson and alternative instructional strategies are adequately addressed and developmentally appropriate	Potential challenges are minimally addressed. Alternative instructional strategies are partially addressed or not developmentally appropriate	Potential challenges and alternative instructional strategies are not addressed	Assignment not submitted	
			2	**1**	**0**	
Introduction			Plans to introduce the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say and do	Plans for introduction are adequate	Introduction is not addressed	
Differentiation			Plans for differentiation are clearly stated	Plans for differentiation are adequate	Differentiation is not addressed	
Materials & Use of Technology			Detailed list of materials/ technology needed for both teacher and students is provided. All handouts are referenced in the learning plan section and attached to the lesson plan	Materials/ technology list is incomplete. Most handouts are referenced in the learning plan section and attached to the lesson plan	Materials/Technology are not addressed	
Closure			Lesson will end with students reviewing the lesson by summarizing and/or sharing what they	Lesson ends with limited review and student engagement	Closure is not addressed	

			learned; teacher revisits the purpose for the lesson		
Professional Writing			Demonstrates strong control of grammar, mechanics, spelling, and sentence formation	Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation	Poor quality writing

Assessment Analysis (20 points):
Learners will interpret and evaluate student assessment data from a variety of sources. Then, develop an intervention plan for the student based on the assessment data. This assignment will be uploaded directly into the course LMS.

Assessment Analysis Rubric- 20 Points					
Points	**Advanced 8**	**Proficient 6**	**Basic 4**	**Below Basic 2**	**No Submission 0**
Data Analysis/ Conclusions	Data analysis is thorough and accurate. Conclusions are clearly related to student's strengths and needs	Data analysis is mostly accurate and adequately summarized. Conclusions related to most of student's strengths and needs	Data analysis is somewhat accurate but lacks detail. Conclusions narrowly related to student's strengths and needs	Data analysis is limited and lacks critical information. Conclusions unrelated to students' strengths and/or needs	
Intervention Plan	Intervention plan is comprehensive and consistently links assessment, data, and instruction. Plan presents clear objectives and attainable goals. Interventions and assessments thoroughly and accurately address the student's needs	Intervention plan links assessment, data, and instruction. Plan presents acceptable objectives and goals. Interventions and assessments adequately address the student's needs	Intervention plan somewhat links assessment, data, and instruction. Objectives and goals are unclear. Some of the interventions and assessments will not meet the student's needs	Intervention plan is disconnected from data analysis and won't meet the student's needs	
			4	**2**	**0**
Professional writing			Analysis was clearly written, factual, and unbiased. Writing was at the graduate level with APA usage applied correctly	Analysis was adequately written, factual, and unbiased. Writing was at the graduate level with some APA usage errors in	Poor quality writing

| | | | for style and formatting. Citations and references were included, when needed, and followed APA format | style and formatting. Citations and references were included, when needed, and followed APA format in most instances | |

Research to Practice Paper (30 points)

Learners will demonstrate understanding and application of course content by reviewing and connecting the research/ideas in a professional article to professional practice. This assignment will be uploaded directly into the course LMS.

Required paper components:
- 2 sections within the paper (1. Article Summary and 2. Connecting Research to Practice)
  - Article Summary: Student summary of the professional article
  - Connecting Research to Practice: Reflection on how the research/ideas in the professional article can be applied to professional practice in PK-4 classrooms with consideration given to modifications/adjustments that might be needed when working across the PK-4 grade band and/or the curriculum
- 3-5 pages in length
- Double-spaced, Times New Roman, 12 point
- Paper exhibits a professional, formal, graduate-level style of writing
- APA writing style and format for in-text citations and references, which are required
- Title page and running head are not required
- Student's name and topic title are required at the top of the paper
- All pages must be numbered

Research to Practice Paper – 30 points Formal Writing Assignment Rubric					
Content (10 points) Point Values:	**Advanced 10**	**Proficient 8**	**Basic 6**	**Below Basic 4**	**No Submission 0**
Content *The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations*	Provides substantial, specific, and/or illustrative research-based content demonstrating strong development and sophisticated ideas. All expected components are present.	Provides sufficiently developed research-based content with elaboration or explanation. All expected components are present.	Provides limited research-based content with adequate elaboration or explanation. Most expected components are present.	Does not provide research-based content and/or presents superficial elaboration or explanation and/or the expected components are not present	Assignment not submitted
Written Communication (20 points) Point Values for Each Area (4 points x 5)	**4**	**3**	**2**	**1**	

	Advanced	Proficient	Basic	Below Basic	
Focus *Coherent point(s) made with an awareness of task about a specific topic*	Provides sharp, distinct, coherent point(s) made about a specific topic with sophisticated awareness of task	Provides coherent point(s) made about a specific topic with evident awareness of task	Provides apparent point(s), but may lack some coherence and/or awareness of task	Does not provide apparent point(s) and/or lacks coherence and/or awareness of task	
Organization *The order developed and sustained using transitional devices including introduction and conclusion*	Presents sophisticated arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents effective arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents functional arrangement of content without clear transitions and/or required sections are not clearly identified (e.g. headings and subheadings)	Does not demonstrate arrangement of content and/or required sections are not clearly identified (e.g. headings and subheadings)	
Format *APA format is utilized correctly following the most current APA guidelines*	Follows APA guidelines for format	Follows APA guidelines for format with minimal errors	Follows APA guidelines for format with multiple errors	Does not follow APA guidelines for format	
Style *The choice, use of arrangement of words and sentence structures that create consistent voice and tone*	Precise, illustrative use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Limited word choice and control of sentence structures that may inhibit a consistent writer's voice and tone	Does not utilize a variety of word choice and sentence structures for consistent voice and tone	
Conventions *The use of grammar, mechanics, spelling, and sentence formation*	Substantial control of grammar, mechanics, spelling, and sentence formation	Effective control of grammar, mechanics, spelling, and/or sentence formation	Limited control of grammar, mechanics, spelling, and/or sentence formation	Does not demonstrate control of grammar, mechanics, spelling, and/or sentence formation	

Family Literacy Event (20 points)

Learners will plan a family literacy event to demonstrate how to build a school-home relationship that supports language and literacy development. Learners will draft a plan for the event and a flyer to send home communicating the details.

Family Literacy Event (20 points)					
	Advanced **5**	**Proficient** **4**	**Basic** **3**	**Below Basic** **2**	**No Submission** **0**
Event Plan: Activities	Activities clearly	Activities	Activities	Activities are	

	focus on developing and supporting family literacy. Activities are highly engaging to both students and parents. Plan includes varied opportunities for families to interact with each other and the teacher	adequately focus on developing and supporting family literacy. Activities are engaging to both students and parents. Plan includes opportunities for families to interact with each other and the teacher	narrowly focus on developing and supporting family literacy. Activities are somewhat engaging to both students and parents. Plan includes limited opportunities for families to interact with each other and the teacher	unrelated or not connected to developing and supporting family literacy.	
Event Plan: Assigned Roles (for students, parents, and teacher)	Plan includes clearly defined roles for the event that strongly encourage participation among all	Plan includes defined roles for the event that adequately encourage participation among all	Plan includes defined roles for the event that adequately encourage participation among all	Roles are missing or ill-defined	
Communication Flyer	Flyer clearly communicates purpose of event. Layout is creative, well-designed, and captures attention. All relevant information is displayed meaningfully.	Flyer communicates purpose of event. Layout is well-designed, and captures attention. All relevant information is displayed adequately.	Flyer communicates purpose of event. Layout is plain and fails to capture attention. Some relevant information is missing	Flyer is poorly designed. Purpose of event and relevant information are missing or lack detail	
Conventions (Plan and flyer)	Substantial control of grammar, mechanics, spelling, and sentence formation	Effective control of grammar, mechanics, spelling, and/or sentence formation	Limited control of grammar, mechanics, spelling, and/or sentence formation	Does not demonstrate control of grammar, mechanics, spelling, and/or sentence formation	

Class Wiki (10 points each)
Learners will build a wiki in collaboration with colleagues to identify developmentally appropriate activities for infants and toddlers, preschoolers, kindergartners, and primary learners. Learners will build the wiki on the course page from wikispaces.com.

Wiki Participation Rubric- 10 points					
	Advanced 8	**Proficient 6**	**Basic 4**	**Below Basic 2**	**No Submission 0**
Knowledge and Understanding of Content	Wiki post demonstrates a strong	Wiki post demonstrates a clear	Wiki post demonstrates limited	Wiki post demonstrates little or no	

	understanding of course concepts	understanding of course concepts	understanding of course concepts	understanding of course concepts	
			2	**1**	**0**
Contribution to the Online Learning Community			Contributes greatly to the development of the class wiki	Contributes adequately to the development of the class wiki	

Metacognitive Research Review (200 points):

Learners are required to conduct a metacognitive research review on a topic based on the content presented in the course. The purpose of a metacognitive research review is to critically analyze a topic through published articles, books, and research studies. A metacognitive research review is not a "book report". When conducting a metacognitive research review, learners will analyze, interpret, and synthesize information collected from several literature sources, resulting in a coherent argument to support their point of view. Through the process of conducting the research review, learners will obtain a deeper understanding of a topic that will help them improve instructional practice. APA guidelines are to be followed. Additional instructions are provided in the course. This assignment will be uploaded directly into the course LMS.

Requirements for the paper include:

- Eight to ten double-spaced pages (not including the title page, abstract page, or references page)
- 1 inch margins
- Indent 5-7 spaces when starting a new paragraph
- Running Head
- Divided into six sections: Title Page, Abstract, Introduction, Body, Conclusion, and Reference. Do not use the word *paper* in the title on Title Page.
- Include in-text citations and end references. Each in-text citation must have an end reference. Each end reference must have at least one in-text citation.
- Five to seven outside reliable sources (scholarly journals or articles) not including the course texts or readings. At least four resources must be a published piece from a printed source that can be retrieved from a library or online database that houses electronic copies of printed work.
- Written in the third person.

Metacognitive Research Review - 200 Points **Formal Writing Assignment Rubric**					
Content (100 points) Point Values:	**Advanced 100**	**Proficient 75**	**Basic 50**	**Below Basic 25**	**No Submission 0**
Content *The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations*	Provides substantial, specific, and/or illustrative research-based content demonstrating strong development and sophisticated ideas. All expected components are present	Provides sufficiently developed research-based content with elaboration or explanation. All expected components are present	Provides limited research-based content with adequate elaboration or explanation. Most expected components are present	Does not provide research-based content and/or presents superficial elaboration or explanation and/or the expected components are not present	Does not submit an assignment
Written Communication	**20**	**15**	**10**	**5**	

(100 points)					
Focus *Coherent point(s) made with an awareness of task about a specific topic*	Provides sharp, distinct, coherent point(s) made about a specific topic with sophisticated awareness of task	Provides coherent point(s) made about a specific topic with evident awareness of task	Provides apparent point(s), but may lack some coherence and/or awareness of task	Does not provide apparent point(s) and/or lacks coherence and/or awareness of task	
Organization *The order developed and sustained using transitional devices including introduction and conclusion*	Presents sophisticated arrangement of content with evident transitions. All required sections are clearly identified	Presents effective arrangement of content with evident transitions. All required sections are clearly identified	Presents functional arrangement of content without clear transitions and/or required sections are not clearly identified	Does not demonstrate arrangement of content and/or required sections are not clearly identified	
Format *APA format is utilized correctly following the most current APA guidelines*	Follows APA guidelines for format as identified in the expected components	Follows APA guidelines for format as identified in the expected components with minimal errors	Follows APA guidelines for format as identified in the expected components with multiple errors	Does not follow APA guidelines for format as identified in the expected components	
Style *The choice, use of arrangement of words and sentence structures that create consistent voice and tone*	Precise, illustrative use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Limited word choice and control of sentence structures that may inhibit a consistent writer's voice and tone	Does not utilize a variety of word choice and sentence structures for consistent voice and tone	
Conventions *The use of grammar, mechanics, spelling, and sentence formation*	Substantial control of grammar, mechanics, spelling, and sentence formation	Effective control of grammar, mechanics, spelling, and/or sentence formation	Limited control of grammar, mechanics, spelling, and/or sentence formation	Does not demonstrate control of grammar, mechanics, spelling, and/or sentence formation	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Discussions (9)	20 points each (9 discussions/ 180 points)	10%
Class Wiki (4)	10 points each (4 wiki postings/40 points)	10%
Lesson Plan	30 points	15%
Research to Practice Paper	30 points	15%

	20 points	15%
Assessment Analysis	20 points	15%
Family Literacy Event	20 points	10%
Metacognitive Research Review	200 points	25%
	500 Total Possible Points	**100%**

Graduate Education Grading Scale (MS Level):

Grading Scale (Used to determine final course grade only. Not for individual assessments or assessment groups)			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. The course facilitator will provide a schedule for assignment and discussions. **Late discussions are not accepted for partial credit after the dates set for each unit.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:
American Psychological Association. (2009). Publication manual of the American Psychological

    Association (6th ed.). Washington, DC: Author.

APA Online References: http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information

about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel.   Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live

participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/