



School of Education
Master of Science in Education
Course Syllabus

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 EDAM 5009		Course Title Developing Independent Readers	
Section/Semester	Location Online	Meeting Times	

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 examines methods for fostering and managing independent reading in a developmentally appropriate way, and explores research-based school/home/community partnerships in the support of independent readers.

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:

Text(s):

Fountas, I. and Pinnell, G. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading K-8*. Heinemann, Portsmouth, NH. **(Must have DVD)** ISBN-13: 978-0-325-00308-5 / ISBN-10: 0-325-00308-4

Readings Available by Download from Wilkes University Online Library or the Internet:

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

Burns, B. (2006). I don’t have to count syllables on my fingers anymore: Easier ways to find readability and level book. *Illinois Reading Council Journal*, 34(1), 34-40.

Cullinan, B.E, (2000). Independent reading and school achievement. *School Library Media Research*, Volume 3, 1-24. Retrieved from <http://www.ala.org/aasl/slr/vol3>.

- Ford, M. & Opitz, M. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55(8), 710-717.
- Glasswell, K., & Ford, M.P. (2010). Teaching flexibility with leveled texts: More power for your reading block. *The Reading Teacher*. 64(1), 57-60.
- Gregory, M. (2008). *Creating a classroom library*. Retrieved from <http://www.readingrockets.org/article/creating-classroom-library>.
- Halladay, J. (2012). Revisiting key assumptions of the reading level framework. *The Reading Teacher*, 66(1), 53-62.
- International Reading Association. (2011). Handy Helpers for Guided Reading. *The Reading Teacher*, 65(2), 147-149.
- International Reading Association. (2014). *Leisure reading: A joint position statement of the International Reading Association, the Canadian Children's Book Centre, and the National Council of Teachers of English*. Retrieved from <https://www.literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf?sfvrsn=8>.
- Just Read, Florida! (n.d.) *Literacy centers*. Retrieved from <http://www.readingrockets.org/article/literacy-centers>
- Learning Sciences International. (2016). *Student directed independent reading strategies*. Learning Sciences International, Blairsville, PA.
- Learning Sciences International. (2016). *Responding to reading*. Learning Sciences International, Blairsville, PA.
- Learning Sciences International. (2016). *Monitoring student progress during independent reading*. Learning Sciences International, Blairsville, PA.
- Murvash, M. (2013). Partners in success: when school and public librarians join forces, kids win. *School Library Journal*. Retrieved from <http://www.slj.com/2013/01/programs/partners-in-success-when-school-and-public-librarians-join-forces-kids-win/#> .
- Padak, N. D., & Rasinski, T. V. (2007, Dec/2008, Jan). Family involvement: Is being wild about Harry enough? Encouraging independent reading at home. *The Reading Teacher*, 61(4), 350-353.
- Pearson, P.D. & Goodin, S. (2014). Silent reading pedagogy: a historical perspective. *Revisiting silent reading: New directions for teachers and researchers*. Retrieved from <http://textproject.org/library/books/revisiting-silent-reading/>.
- Scholastic (2014). *Kids and Family Reading Report (5th edition)*. Retrieved from <http://www.scholastic.com/readingreport/downloads.htm#top-nav-scroll>.
- Trudel, H. (2007). Making Data-Driven Decisions: Silent Reading. *The Reading Teacher*, 61(4), 308-315.

Whitehurst, G. (n.d.) Dialogic Reading: An effective way to read to preschoolers. Retrieved from <http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>.

Worthy, J., Maloch, B., Pursley, B., Hungerford-Kressner, H., et al. (2015). What are the rest of the students doing? Literacy work stations in two first-grade classrooms. *Language Arts*, 92(3), 173-186.

Recommended Reading List and Resources:

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

Dzaldov, B. & Peterson, S. (2005). Book Leveling and Readers. *The Reading Teacher*, 59(3), 222-229.

Kelley, M. & Clausen-Grace, N. (2006). The sustained silent reading makeover that transformed readers. *The Reading Teacher*, 60(2), 148-56.

Witter, M. & Levin, D. (2013). *Reading without limits. Teaching strategies to build independent reading for life*. San Francisco, CA: Jossey-Bass

Schirmer, B. and Schaffer, L. (2010). Guided reading approach: Teaching reading to students who are deaf and others who struggle. *Teaching Exceptional Children*, 42(5), 52-58.

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/

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. Examine different perspectives on independent reading and identify its role in a balanced approach to literacy instruction	IRA 1 NAEYC 1 ISLO 1-2, 5 SELO 1-2 GEPO 1-2 ECLPO 5	<ul style="list-style-type: none"> • Discussion
2. Demonstrate knowledge of the essential components of independent reading including developmentally appropriate practices, curriculum resources, and technologies for teaching PK-4 learners	IRA 1-2, 4 NAEYC 1, 4, 5 ISLO 1-2 SELO 1-2, 6-7 GEPO 1-2, 4-5 ECLPO 1-3	<ul style="list-style-type: none"> • Class Wiki • Lesson Plan • Discussion • Repeated Interactive Read-Aloud
3. Promote partnerships within and outside of school that support students' becoming independent readers	IRA 1, 4, 6 NAEYC 1-2, 6 ISLO 1-2, 5 SELO 1-3 GEPO 1-2 ECLPO 1-5	<ul style="list-style-type: none"> • Newsletter/Brochure • Discussion
4. Design developmentally appropriate instruction that supports independent reading and engages students in meaningful conversation about text	IRA 1, 3 NAEYC 1, 4, 5 ISLO 1-2 SELO 1-2, 6 GEPO 1-2, 4 ECLPO 1-3	<ul style="list-style-type: none"> • Lesson Plan • Repeated Interactive Read-Aloud • Discussion
5. Design a repeated interactive read-aloud to scaffold students' comprehension of text and increase students' motivation and interest for reading	IRA 1, 3 NAEYC 1, 4, 5 ISLO 1-2 SELO 1-2	<ul style="list-style-type: none"> • Repeated Interactive Read-Aloud

	GEPO 1-2 ECLPO 1,3	
6. Apply developmentally appropriate practices for creating a meaningful and positive literate environment that fosters independent reading	IRA 5 NAEYC 1 ISLO 1-2, 4 SELO 1-4 GEPO 1-4, 6 ECLPO 1-4	<ul style="list-style-type: none"> • Lesson Plan • Discussion • Repeated Interactive Read-Aloud
7. Analyze and evaluate student data to inform instructional decision-making that supports students' independent reading development	IRA 3 NAEYC 3 ISLO 1-3 SELO 1-2, 5 GEPO 1-3 ECLPO 1-2	<ul style="list-style-type: none"> • Assessment Analysis • Discussion
8. Research a topic of inquiry related to developing independent readers	IRA 1-6 NAEYC 1-6 ISLO 1-3, 5 SELO 1-5 GEPO 1-5 ECLPO 1-5	<ul style="list-style-type: none"> • 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:	Provides a	Provides a well-	Provides a limited	Provides a very	Does not

Knowledge and Understanding of Content	substantive and well-supported post by citing and referencing information and concepts presented with insightful information that indicates depth and engagement in the topic.	supported post by citing and referencing information and concepts presented with insightful information that indicates engagement in the topic.	and/or insufficiently supported post that may be based primarily on professional experiences and/or lacks information or citation of concepts	limited and/or unsound post based primarily on professional experiences without support and/or citation of concepts	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 Postings			Provides responses on time	Does not provide responses on time	Does not post replies

Guided Reading Lesson Plan (31 points):

Learners will develop a guided reading lesson plan demonstrating their understanding and knowledge of developmentally appropriate instruction, activities, assessment methods, and curriculum resources for helping

students become independent readers in grades PK-4. The lesson plan will be completed using a provided template. This assignment will be uploaded directly into the course LMS.

Lesson Plan Rubric- 31 points					
	Advanced 5	Proficient 4	Basic 3	Below Basic 2	No Submission 0
Common Core Standard(s)	Content standard(s) are fully detailed	Content standard(s) are adequately detailed	Content standard(s) are minimally detailed	No reference made to content standard(s)	Assignment not submitted
Teaching Point	Teaching point is clear, observable, and completely aligned to standard(s) and developmentally-appropriate practices	Teaching point is clear, observable, and mostly aligned to standard(s) and developmentally-appropriate practices	Teaching point is identified & mostly observable; partially connected to the standard(s) and developmentally-appropriate practices	Teaching point lacks clarity &/or observability; connection to standard(s) and developmentally-appropriate practices not apparent	Assignment not submitted
Before Reading Elements	All elements are explicitly detailed. Purpose and expectations for reading are clearly set	All elements are sufficiently detailed. Purpose and expectations for reading are set	Most elements are sufficiently detailed. Purpose and expectations for reading are somewhat clear	Majority of elements are missing, lacking information, or convey a misunderstanding of guided reading	Assignment not submitted
After Reading Elements	All elements are carefully planned with high-level questions that are designed to engage learners in meaningful conversation about the text and extend their thinking	All elements are sufficiently planned with a mix of mostly high- and some low-level questions that are designed to engage learners in conversation about the text and extend their thinking	Most elements are sufficiently planned with mostly low-level questions that are designed to engage learners in conversation about the text and extend their thinking	Majority of elements are missing, lacking information, or convey a misunderstanding of guided reading	
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
Text Selection			Text selection is thoughtful and clearly matches	Text selection matches guided reading level.	Assignment not submitted

			guided reading level. Text is developmentally-appropriate for guided reading and slightly challenging	Text is developmentally-appropriate for guided reading	
During reading elements			Behaviors for teacher to notice and support are appropriate for the guided reading level	Behaviors for teacher to notice and support are adequate for the guided reading level	Assignment not submitted
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 for style and formatting. Citations and references were included, when needed, and followed APA format	Analysis was adequately written, factual, and unbiased. Writing was at the graduate level with some APA usage errors in style and formatting. Citations and references were included, when needed, and followed APA format in most instances	Poor quality writing

Repeated Interactive Read-Aloud Script (28 points)

Learners will prepare a repeated interactive read-aloud script for a picture storybook that scaffolds children's comprehension of the text, models strategies for making inferences and explanations, and teaches vocabulary and concepts. Learners will model their script after the one in the following article but with more detail:

McGee, L.M & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*, 60(8), 742-751. This assignment will be uploaded directly into the course LMS.

Repeated Interactive Read Aloud Script- 28 points					
	Advanced 8	Proficient 6	Basic 4	Below Basic 2	No Submission 0
First Read	Elements: 5-7 sentence book introduction explicitly states or strongly implies the story problem. Includes vocabulary support techniques for 8-10 words that are critical to understanding the story. Includes analytical comments/questions modeled for students at 3 or more carefully planned junctures that support or extend comprehension. Ends with a "why" question that calls for thoughtful explanation.	Elements: 3-4 sentence book introduction clearly states or strongly implies the story problem. Includes vocabulary support techniques for 5-7 words that are critical to understanding the story. Includes analytical comments/questions modeled for students at 2 or more carefully planned junctures that support or extend comprehension. Ends with a "why" question that calls for explanation. Plans for follow-up	Elements: 3-4 sentence book introduction states or strongly implies the story problem. Includes vocabulary support techniques for 2-4 words that are critical to understanding the story. Includes analytical comments/questions modeled for students at 1 or more carefully planned junctures that support or extend comprehension. Ends with a "why" question that calls for limited explanation. Demonstrate how to	Some elements are missing and/or lack details	Does not participate

	Effectively plans for follow-up questions to prompt answers. Demonstrates how to answer the question by saying, "I'm thinking...."	questions to prompt answers. Demonstrate how to answer the question by saying, "I'm thinking...."	answer the question by saying, "I'm thinking...."		
Second Read	Book introduction highlights some story elements the students can easily recall. Asks 3 or more questions about the characters and the problem. Inserts vocabulary enhancements for the same vocabulary words. Some words are dramatized and 3 or more additional words are defined. Analytic questions are effectively modeled and occur more frequently. Comments clearly reveal what the other characters are thinking or feeling. Ends with a "beyond the story" question for students to extend their thinking.	Book introduction highlights some story elements the students can easily recall. Asks 2 or more questions about the characters and the problem. Inserts vocabulary enhancements for majority of the same vocabulary words. Some words are dramatized and 2 or more additional words are defined. Analytic questions are sufficiently modeled and occur frequently. Comments adequately reveal what the other characters are thinking or feeling. Ends with a "beyond the story" question for students to extend their thinking.	Book introduction highlights some story elements the students can easily recall. Asks 1 or more questions about the characters and the problem. Inserts a few vocabulary enhancements for some of the same vocabulary words. No words are dramatized or added. Some analytic questions are modeled but occur without increased frequency. Comments narrowly reveal what the other characters are thinking or feeling. Ends with a question for students to extend their thinking.	Some elements are missing and/or lack details	
Third Read	Includes effective guided reconstruction techniques that encourage students to recall story events, provide explanations, and provide commentary. Calls attention to some vocabulary in different contexts. Ends with a "why" question or a "what would have happened, if...?" question that	Includes sufficient guided reconstruction techniques that encourage students to recall story events, provide explanations, and provide commentary. Calls attention to some vocabulary in different contexts. Ends with a "why" question or a "what would have happened, if...?" question that	Includes limited guided reconstruction techniques that encourage students to recall story events, provide explanations, and provide commentary. Calls attention to some vocabulary but in the same contexts. Ends with a "why" question or a "what would have happened, if...?" question	Some elements are missing and/or lack details	

	engages students in deeper comprehension	supports students' comprehension			
			2	1	0
Combination of Elements and Strategies			Elements and strategies are combined effectively to build a strong understanding of the story	Elements and strategies are combined sufficiently to build a strong understanding of the story	
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

Class Wiki (10 points)

Learners will build two class wikis in collaboration with colleagues for the following topics: 1) Adding to the classroom library, and 2) Reader response tools. 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 understanding of course concepts	Wiki post demonstrates a clear understanding of course concepts	Wiki post demonstrates limited understanding of course concepts	Wiki post demonstrates little or no understanding of course concepts	Does not participate
			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	Does not participate

Independent Reading at Home Newsletter/Brochure (10 points)

Learners will create a one-page newsletter or tri-fold brochure to support families in promoting independent reading at home. This assignment will be uploaded directly into the course LMS.

Brochure/Newsletter Rubric – 10 points					
	Advanced 4	Proficient 3	Basic 2	Below Basic 1	No Submission 0
Content	Demonstrates in-depth understanding of topic and research base supporting independent reading	Demonstrates acceptable understanding of topic and research base	Demonstrates some understanding of topic and research base	Lacks understanding of topic and/or research base	

Organization	Well organized content. Attractive and well-designed format. Clear and easily understood message. Strong visual appeal	Content is organized. Format is adequate. Message is sufficiently understood. Acceptable visual appeal	Content lacks organization. Format is difficult to follow and poorly organized. Message unclear. Poorly designed	Disorganized content and format. Message difficult to follow. Poorly designed	
		2		1	
		0			
Requirements <ul style="list-style-type: none"> • One page- front and back • At least one in-text citation and reference in support of family role in supporting independent reading • APA citation • At least 3 web resources families can use to support children becoming independent readers • At least one relevant graphic • Professional writing style 			All requirements met	One or more requirements missing	No requirements met

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 <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</i>	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 (100 points)	20	15	10	5	
Focus <i>Coherent point(s) made with an awareness of task about a specific topic</i>	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 <i>The order developed and sustained using transitional devices including introduction and conclusion</i>	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 <i>APA format is utilized correctly following the most current APA guidelines</i>	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 <i>The choice, use of arrangement of words and sentence structures that create consistent</i>	Precise, illustrative use of a variety of words and sentence	Use of a variety of words and sentence structures to create a	Limited word choice and control of sentence structures that	Does not utilize a variety of word choice and sentence structures for	

<i>voice and tone</i>	structures to create a consistent writer's voice and tone appropriate for the audience	consistent writer's voice and tone appropriate for the audience	may inhibit a consistent writer's voice and tone	consistent voice and tone	
Conventions <i>The use of grammar, mechanics, spelling, and sentence formation</i>	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)	15%
Class Wiki (2)	10 points each (2 wikis/20 points)	10%
Lesson Plan	31 points	15%
Repeated Interactive Read-aloud Script	28 points	15%
Independent Reading at Home Newsletter	10 points	10%
Assessment Analysis	20 points	15%
Metacognitive Research Review	200 points	20%
	489 Total Possible Points	100%

Graduate Education Grading Scale (MS Level):

Grading Scale (for Final Grade only not to be used for individual assessments or assignment 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/>