TENTATIVE

LTCY 522: Investigations in Reading
Fall 2014

Instructor: Dr. Nancy Hulan
Office: 1083A Gary Ransdell Hall
Phone: 270-745-4324

Office Hours: Monday 11:30-2:30
Tuesday 10:30-2:30
Thursday 10:30-2:30 (electronic)

Prerequisites: LTCY 519, LTCY 528

Course description: Individual investigation of the research and descriptive literature in the field of reading/literacy. Individuals elect a plan of study based upon their individual interests and/or needs. Individuals will pursue a research study in literacy and review literature on a variety of literacy topics.

Rationale: This course provides the graduate student in education with the opportunity to do broad range, comprehensive investigation of research and descriptive literature in the field of reading and writing under the guidance of graduate faculty advisors.

Course texts: Because of the nature of this course, textbook(s) and other printed materials will be negotiated between the instructor and the student in the initial conference based on the nature of the student’s Comprehensive Literacy Project.

Standards addressed in this course:

Kentucky Teacher Standards:

9: Evaluates teaching and implements professional development

Framework for Teaching Standard:

Domain 4: Professional responsibilities

d. Participating in a professional community

e. Growing and developing professionally

InTasc Standard:

9: Professional Learning and ethical practice
International Reading Association Standards for Reading Professionals:

5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.


Additional resources:

http://writingcenter.unlv.edu/writing/abstract.html

Course Objective and Assessment: Graduate students in education can demonstrate knowledge of reading and writing concepts and developmentally appropriate instruction by providing evidence for each of Kentucky's Teacher Standards and the International Reading Association's Advanced Standards for Reading Professionals (ASRP).

Course topics:

Major topics to be considered:
- Approaches to reading and writing instruction
- Adult Literacy Instruction
- Causes of reading and writing difficulties
- Collaborative reading and writing
- Correction of reading and writing difficulties
- Emergent literacy
- Family literacy
- Vocabulary development
- Oral reading
- Study skills
- Contemporary programs and trends in literacy education
- Historical, philosophical literacy issues
- Rate (flexibility, speed)
- Reading interests
- Organization for teaching reading and writing
- Clinical/classroom diagnosis
- Formal an informal reading assessment
- Teaching materials
- Use of technology to support reading and writing
- Providing for individuals differences
Parent involvement
Literacy development
Literacy intervention
Process writing
Word study/spelling

KERA Elements Addressed

- Curriculum (Outcomes Based)
- Goals and Outcomes
- Performance Tasks
- Performance Assessment
- Expanded Use of Technology
- Primary Program

Required Components

1. An individual conference, conference call, or Skype meeting with the instructor will be arranged to initiate investigations; additional meetings or phone conversations/Skype meetings will be planned throughout the semester.

2. Students will prepare summaries of and reactions to research and descriptive papers on topics identified in the conference with the instructor.

3. While you are encouraged to become acquainted with landmark research studies and descriptive articles, most of the reviews should be articles from current periodical literature.

4. The student and the instructor shall agree on the topics for study as well as the scope of the investigation.

NOTE: The Critical Performance for the Electronic Portfolio System is the formal paper generated from items 1-4 above. Specifically,

- Prospectus for Research Project
- Review of the Literature
- Preliminary Methodology of Research Project
- Timeline for project completion (in LTCY 624)

There is one Critical Performance for this course: Prospectus, Review of the Literature, Preliminary Methodology for Research Project, and Timeline for project completion (all in one paper).

The Critical Performance MUST be uploaded to your Electronic Portfolio before a final grade can be given for the course. The assignment must be produced electronically in either MS Word (.doc or .docx) or in Rich Text Format (.rtf). If you do not upload your
Critical Performance as directed to your Electronic Portfolio, you will receive an Incomplete for the course.

Submission of Assignments

Keep an electronic copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with you.

ASSIGNMENTS MUST BE SUBMITTED IN MICROSOFT WORD (.doc, .docx), PDF, OR POWERPOINT. "Works" and "Word Perfect" documents will not be accepted. Specific submission information and format for individual assignments is given with the assignment descriptions. Assignments submitted in an unacceptable format will earn no credit.

Proofread! Do not turn in a draft of your work. All work should be proofread for proper grammar, spelling, mechanics, and accuracy. Use of the proper conventions and mechanics of writing is part of each assignment's grade. The WKU English department operates a Writing Center that offers free services to students wishing to improve their writing skills. For more information, visit their website: http://www.wku.edu/pcal/writing-center.

Grades will be posted on Blackboard and not given via e-mail.

Remember to contact me within 24 hours if you upload the wrong assignment to Blackboard. It is expected that ALL assignments be turned in on their due dates. Late assignments will be penalized as follows:

- Within two (2) consecutive days of the due date: 20%
- Within four (4) consecutive days of the due date: 40%
- Within seven (7) consecutive days of the due date: 60%
- After seven (7) consecutive days of the due date: No points given

EXCEPTIONS to Late Policy: Your Introductory VoiceThread is excluded from the above rule. You must complete this assignment by the designated date. If you do not complete it by the due date, you will receive no points. No late assignments will accepted after December 1, 2014. Other exceptions to the late policy will only be made for extreme, extenuating circumstances such as a serious illness or military deployment. Documentation will be required.

Assignments

Points

A = (93%-100%; 390-420 pts.)
B = (85%-92%; 357-389 pts.)
C = (77%-84%; 323-356 pts.)
Participation and Professionalism (25 pts.)

Participation and professionalism in this course will be measured by your prompt response to feedback, your professionalism among one another and with the instructor, your timely and professional submission of assignments, and your on-going communication with Dr. Hulan about your CLP and other assignments. Meetings with Dr. Hulan can take place in her office (GRH 1083A) or via Skype. Dr. Hulan’s handle is nancy.hulan1. Please make me your friend ☺️ so we can have an authentic discussion about your research.

**Skype:** Skype is a free software program that we will be using throughout the semester to conference about the progress of your projects if you are not able to come to campus to meet with me in person. It is a video conferencing software that you will have open and running through our meeting. Your computer must meet the following system requirements in order to run Skype. These requirements include:

- PC running Windows® XP, Vista or 7, both 32- and 64-bit operating systems OR Mac OS X v10.5.8 (Leopard) or newer.
- Internet connection – broadband is best (GPRS is not supported for voice calls).
- Speakers and microphone – built-in or separate.
- For voice calls recommend broadband connection with 100 kbps down / 100 kbps up.

It is recommended that you go ahead and download the Skype software to your computer as soon as possible. To do so, follow these steps:

1. Go to the website [http://www.skype.com](http://www.skype.com)
2. Click the blue button that says “Download Skype” if you have a PC. If you have a Mac, go to the upper left tab that says “Get Skype” and select the appropriate format. The following directions are for a PC.
3. Complete all the spaces on the form that will appear. Keep a record of your login information.
4. Click “I agree. Continue” at the bottom of the page. Then complete the rest of the downloading instructions.
5. When you have downloaded the software successfully, send an email to Dr. Hulan (nancy.hulan@wku.edu) to let her know that you have successfully downloaded the software. Also, please invite Dr. Nancy Hulan to your contact list. Dr. Hulan’s Skype name is Nancy.Hulan1.
I will send out a doodle so that we can schedule meetings. Please respond to these as soon as possible. If you need to meet additional times, please feel free to email me with specifics about your need and availability. I am always happy to meet and discuss your work!

1. Course Plan for Comprehensive Literacy Project (CLP) (25 pts)

Complete and sign a written agreement with the instructor describing your CLP. This serves as a type of agreement between you and the instructor.

2. Foundational Articles Review (25 pts.)

Locate two research articles that are foundational to your project/topic. Complete the Literature Review Matrix with information from the two articles. In a separate paragraph, explain what patterns you see among the two articles. What is similar, what is different? Be specific. I am not asking about style of writing. I want to know what the researchers say about YOUR TOPIC. This is meant to help you see how you will synthesize information among articles.

3. Complete Literature Review Matrix (25 pts.)

Using at least ten articles on your topic, complete the Literature Review Matrix. Using the highlight feature in your Word program, highlight similar concepts among articles the same colors. For instance, if three articles state that phonics should be taught in an explicit and systematic manner, highlight in the findings section of the LRM, Phonics should be taught in an explicit and systematic manner. Use a different color for a different pattern that you see. So... Exposure to text in the home is important to literacy development. (highlight within each citation that says it).

4. Review of the Literature (50 pts.)

Prepare a scholarly document that situates your project in the context of what has already been done and what is relevant to your project/topic. Your Review of the Literature should synthesize relevant, significant theoretical concepts and studies regarding your topic AND show how your work fits into the larger body of work in the field.

5. Preliminary Methodology for Research Project

Prepare a methods section in which you address the following:
- Research question(s)
- Population: Who are your participants/subjects? Address age, number, gender, socioeconomic status, why is this a good population to work with to help you in answering your research question(s)?
Data sources: Where will you get the data to address or answer your research questions? Describe these thoroughly.

Analysis: how will you analyze each of the data sources, be specific about the analysis and how you will unpack your data.

Dissemination: How will you share the findings, resources you created, and/or knowledge you have gleaned from this project?

6. Timeline for CLP (50 pts.)

Prepare a detailed timeline outlining how you will successfully complete your CLP in Spring 2015. Your timeline should include:

- Introduction
- Step-by-step procedures/major elements with general dates
- Materials/resources needed

7. Prospectus (100 pts.) See document in Blackboard for further information.

- Introduction of the Research Problem.
- Assumptions
- Theoretical orientation (Sociocultural view, Behaviorist, Transactional, etc.)
- Link from Research Problem to Research Questions
- Literature Review
- Research Plan/ Methods
- Anticipated difficulties and projected benefits
- Timeline

8. Voicethreads (20 points)

You will complete an introductory VoiceThread and a final VoiceThread. While most of you “know” one another, you will re-introduce yourselves on VoiceThread, tell something interesting that happened during the summer, and remind us of what you are interested in doing for your Comprehensive Literacy Project. On the final Voicethread, you will describe for the rest of us the project you have created during the semester. If you have not yet used VoiceThread, please read below:

To facilitate students' ability to become reflective educators and decision makers and to construct meaning for an understanding of the interrelationships and application of educational theory into classroom practices, students will engage in VoiceThread entries responding to the assigned prompt and constructing tasks as responses to the assigned readings. The purpose of this assignment is to allow students to reflect, explore and dialogue with each other concerning topics and issues discussed in the course or as these issues relate to the experiences of the student. You can learn more about VoiceThreads at
the following site:

https://voicethread.com/

**PLEASE do not sign yourself up until I send you specific instructions.** You will need a microphone and/or webcam to participate. You will be asked to submit verbal responses/discussions on topics. You may also want the capability to use a webcam to video your responses or for other projects in this course. You can find a microphone/headset (boom) or webcams (have microphones built in) at many retail stores (WalMart, Best Buy, etc.) for very reasonable prices. Please do not work ahead on VoiceThreads. On the site, they show up according to when they are created, so your peers and professor will be lost if you do them all at once. Also please label them according to the Chapter you are responding to and your last name. The Course Calendar indicates when each assignment is to be submitted.

**Plagiarism**

**Academic integrity is of paramount importance to this university and the teaching profession.** Plagiarism is defined in the WKU Catalog as follows:

*To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.*

In other words, do not copy from others and claim credit. Do not simply "cut and paste" from on-line sources. Cite your sources. If you make a direct quote, use quotation marks.

Plagiarism is a serious issue and will not be taken lightly. The act of plagiarism is unprofessional and will result in the loss of your professionalism points and all points for the assignment in which plagiarism occurred.

**Disabilities Accommodations Statement**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
<table>
<thead>
<tr>
<th>Week of...</th>
<th>To do...</th>
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<tbody>
<tr>
<td><strong>August 25-September 15</strong></td>
<td>Introductory assignments</td>
</tr>
<tr>
<td>1.</td>
<td>Create a re-introductory VoiceThread. Share something interesting from the summer, what you will be teaching/doing this semester for work, and your plan for the Comprehensive Literacy Project. This is due on September 2.</td>
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<td>2.</td>
<td>Complete the Course Plan (found on BB) and upload to Blackboard by September 2.</td>
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<td>3.</td>
<td>Sign up on the doodle (link in BB and below) for a time and then meet with Dr. Hulan via Skype, phone, or in person to discuss progress, direction, research, etc. of your CLP.</td>
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<tr>
<td></td>
<td><a href="http://doodle.com/bzpdge4nbgw79dea">http://doodle.com/bzpdge4nbgw79dea</a></td>
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<td></td>
<td>Continue to collect articles that will influence your work in the Comprehensive Literacy Project.</td>
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<td></td>
<td>Foundational Article Review due Sept. 14. As you read additional pertinent articles add them to the Literature Review Matrix. This will be used in a future assignment and in your final project.</td>
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<td><strong>September 22-September 29</strong></td>
<td>Check-ups, one on one meetings/ Skype calls</td>
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<td></td>
<td>Complete Literature Review Matrix due September 28.</td>
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<td><strong>October 6-October 13</strong></td>
<td>Refer back to the Triangulation Matrix you created in LTCY 528 that contained Research questions, Data Sources, and Analysis method. Make any changes that you feel are necessary.</td>
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<tr>
<td></td>
<td>Complete Literature Review due October 11.</td>
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<td>Complete a Voicethread in which you answer the following questions: Describe your CLP including research questions, methods,</td>
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<tr>
<td>Date Range</td>
<td>Activity Description</td>
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<tr>
<td>October 20 – October 27</td>
<td>Methods Section due October 26. Log in to IRBnet and begin the process of completing an IRB application. This is a long process so begin as soon as you can. Keep a list of any questions you have so we can discuss on our next Skype call. I will share more information with you regarding IRB as the semester unfolds. Please do not contact the IRB office at WKU until you speak with me first.</td>
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<tr>
<td>November 3 – November 10</td>
<td>Check-ups, one on one meetings/ Skype calls</td>
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<td>Timeline due on November 9.</td>
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<td>November 17-24</td>
<td>Check-ups, one on one meetings/ Skype calls</td>
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<td>Complete prospectus due on November 30.</td>
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<td>December 1</td>
<td>VoiceThread of CLP plans due on December 3. Respond to each of your classmates.</td>
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**Resources**

**APA format**

- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Conducting Research**

- [http://www.learnerassociates.net/dissthes/](http://www.learnerassociates.net/dissthes/)
- *Qualitative Research Methods: A Data Collector’s Field Guide*

**Books**


**Professional Journals**

- Action in Teacher Education
- American Educational Research Journal
- Educational Researcher
- Education and Urban Society
- Educational Theory
- English Journal
- Harvard Educational Review
- International Journal of the Sociology of Language
- Language Arts
- Journal of Adolescent and Adult Literacy
- Journal of Literacy Research
- Journal of Teacher Education
- Language in Society
- Literacy Research Association Yearbook
- Phi Delta Kappan
- Reading Research Quarterly
- Review of Educational Research
- TESOL Quarterly
- The Journal of Educational Research
- The Reading Teacher