

## LIST 5325 – Understanding Literacy Research

Summer 2018 – May 14 to June 29 – Syllabus Subject to Change with Notice

<b>Instructor</b>	Dr. Jodi Tommerdahl
<b>Office</b>	Science Hall 322
<b>Email</b>	joditom “at” uta “dot” edu – the best way to contact me
<b>Office Hours</b>	by appointment - online, by phone, or in office if you’re nearby
<b>Reply Time</b>	You should expect a reply to email within 24 hours, Monday – Friday. I check email less frequently on weekends. You should expect grades to assignments within 72 hours of the deadline.
<b>Catalog Description</b>	LIST 5325 Understanding Literacy Research (3-0). Designed as an introduction and exploration of literacy research. Provides the opportunity to read broadly in the area of literacy research to become aware of trends in literacy research. Emphasizes the tools for critically consuming literacy research and utilizing existing research in personal examinations of literacy topics and questions.
<b>Instructor’s Statement</b>	<p>Teaching graduates how to understand and conduct research is one of my favorite things to do. I’ve been teaching research methodology for many years, and it never gets old because there are so many great ideas that students bring to the course. I really look forward to working with you, and in helping you find out what you might be passionate about when it comes to research within the field of literacy!</p> <p>We will start with learning the framework for Action Research, which is a methodology that is based in classrooms and schools. It is sometimes called practitioner research, because it is carried out by teachers who are actually working in schools – like all of you. From there, we will delve into other methods that are often woven into Action Research. Along the way, you will choose a topic that interests you, learn to find and critique research reports, and write a review of literature.</p> <p>LIST 5325 is the prerequisite for one other courses in your program. The work you do in LIST 5325 provides an important foundation for 5317, because you can use the review of literature, as well as the research you found, combine it with your understanding of Action Research, to plan the Professional Development you create in LIST 5317.</p>

In this course, you will read a lot. The only way to improve your understanding of research is to keep reading it, and reading about it. You are expected to read everything assigned, to think deeply and critically, and to respond thoughtfully. You should be spending approximately 8 – 10 hours per week on this course.

**Student  
Objectives**

Students who are successful in this course will:

- Identify a topic suitable for classroom or school-based literacy research
- Use scholarly databases to find research articles
- Understand and analyze research articles
- Write a review of relevant literature on a self-selected literacy topic using scholarly conventions
- Craft a research question relevant to the field of literacy that can be answered using the tools of school-based research.

**Teaching  
Standards  
Alignment**

**Texas Master Reading Teacher Standard VI:**

The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.

**International Literacy Association Reading Specialist Standards 1 – 6** as they relate to understanding and using research literature in all domains: Foundational Knowledge, Curriculum and Instruction, Assessment and Evaluation, Diversity, Literate Environment, and Professional Learning and Leadership. <http://bit.ly/1hWngpM>

**TESOL Standard 3:** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. <http://bit.ly/1hWngpM>

In addition, individual student projects and self-selected readings will address other Standards as they relate to understanding and being able to use research in designing and implementing curriculum for diverse learners.

## COURSE ORGANIZATION

<b>Getting Started</b>	<b>Introductions Tutorials and Quizzes</b>
<b>MODULE 1</b>	<b>What IS research? What is LITERACY research? Teacher Action Research: Solving Real Classroom Problems</b>  DUE: readings & media - discussion board posts plus replies to peers - tutorials & quizzes - research topic
<b>MODULE 2</b>	<b>Understanding different kinds of research – Quantitative, Qualitative Understanding the introductory sections in research reports</b>  DUE: readings & media - discussion board posts & replies to peers – first draft of bibliography
<b>MODULE 3</b>	<b>Quantitative Methodolgy – understanding methods and results sections</b>  DUE: readings & media - discussion board posts & replies to peers - first article analysis - next draft of bibliography
<b>MODULE 4</b>	<b>Qualitative Methodology – understanding methods and results sections</b>  DUE: readings & media - discussion board posts & replies to peers - second article analysis (to TK20) – first draft of literature review
<b>MODULE 5</b>	<b>Understanding the final parts of a research report – discussions, conclusions, implications, &amp; limitations Mixed Methods – understanding studies that mix Qualitative and Quantitative methods</b>  DUE: readings & media - discussion board posts & replies to peers - second article analysis (to TK20) – first draft of literature review
<b>Wrapping Up</b>	<b>Work on perfecting literature reviews</b>  DUE: Literature Review – course evaluations

This course is made of [5 Modules](#). Within each module, there are: readings from the textbook, articles and media files, discussion boards, assignments  
Modules have additional assignments that are submitted to either Blackboard or TK20.

### Materials



Clark, V.P. and Creswell, J. (2015). *Understanding Research: A Consumer's Guide, 2nd edition*. Upper Saddle River, NJ: Pearson/Merrill. You may use the loose leaf paper book or the e-book. It is available for rent, but I do not suggest that, because rentals only give you 180 days, and you may want this book again when it's time to take your next research course.

Articles, professor-authored resources, media, tutorials, and other material posted to Blackboard

### Course Navigation

TK20 - it can take a few days to activate, so be sure to start the process a week before the assignment is due.  
Start the course by opening the Start Here page in Blackboard. On this page you will find information that is critical to getting off to a good start. In Blackboard, under the course banner, you will find a link to a video on how to navigate the course. There are two versions of this video – one with audio, and one with audio and captions. Chose the format that will help you the most, and watch the video. It will help you understand how the course is organized.

The screenshot shows a Blackboard course interface. On the left is a navigation menu for the 'LIST 5325 Master Course'. The menu items are: 'Start Here', 'Announcements', 'Q and A', 'Course Organization', 'Module 1', 'Module 2', 'Module 3', 'Module 4', 'Module 5', 'Discussions', and 'Achievements'. The main content area has an orange header with 'Start Here' and a dropdown arrow. Below this are four tabs: 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. A 'LIST Banner' section follows, featuring the University of Texas Arlington logo and a photograph of a diverse group of students and a teacher in a classroom setting. Below the photo is a blue banner with the text 'M. Ed. in Curriculum and Instruction - Literacy Studies'.

All of the materials you need for each Module, with the exception of the textbook, are in numbered Module Folders that can be found on the left side of your Blackboard window. Within each Module are readings, assignments, discussion prompts and forums, instructions for assignments, and rubrics to help you understand what is expected. Within each of the five Modules, you will have readings from the course textbook, other relevant readings I've chosen for you, videos that either I've made or located, discussions, and assignments that all will help you understand the broad field of literacy research. When you open the Course Materials tab in Blackboard, you will see organizing Folders – one for each Module. Inside the Module folders, you will find everything you need for that Module. If this sounds confusing, please watch the Navigation video that I've posted for you.

On the Start Here page, you will also find a folder called Rubrics and Organizing Materials. In this folder, I have duplicated all of the important documents you will need, including instructions and rubrics for assignments.

In addition to the Module folders, there are a few other folders I hope you will explore early. One is a Discussion Forum that I call The Lounge. Think about the schools you work in, and how the teacher's lounge is where a lot of informal conversation happens. In this course, I encourage you to use The Lounge that way. If you've read a really good book, you

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can let others know. If there is a great author making a visit to a bookstore, and you think others might live near enough to attend too, go ahead and post. If your dog is too cute for you to contain, go ahead and post pictures in The Lounge.

The second Discussion Forum I want you to explore is the Q&A. In this forum, you post questions relevant to the course, especially if you think they are general enough that someone else might have the same question. I encourage classmates to help others out by answering questions when they can, and I will closely monitor this forum too. Of course, if your question is personal or involves a grade or other private issue, email me instead of posting to the Q&A.

## UTA Library

The [UTA Library](#) is a great resource – even for online students. The library provides access to many of the journals people working in the field of [education](#)/literacy would need, and offer a quick digital turn-around on articles ordered through Interlibrary Loan. The UTA library will also mail you loans of books. If you need help with any library concerns, you can contact the education library liaison, Michelle Reed [michelle.reed@uta.edu](mailto:michelle.reed@uta.edu). She can provide you with valuable help in your Master's program.

**Evaluation** The assignments and grading values for this course are:

Assignment	Points Possible	Grading Scale
Introduction Discussion Board Assignment and Blackboard Photo Update	10	A = 465-500 (93-100%) B = 420-464 (84 – 92%) C = 375-419 (75 – 83%) D = 350-374 (70 – 75%) F = below 374 (< 70%)
Tutorial Quizzes 4 @ 10 points each)	40	
Discussions for Modules 1 – 5: (5 Modules @ 50 points per Module.	250	
Article Analysis Assignments	2 @ 50 each- 100 total	
Literature Review, with annotated bibliography	100	
<b>Total</b>	<b>500</b>	

## Assignment Details

### 1. Introductions (10 points)

View the short video in the Start Here folder in Blackboard on how to update your profile. Provide information so that others can get to know you. Add an image – it can be a photo of you, or an image that represents you. Also introduce yourself in the Getting to Know You discussion forum. Let us know what you'd like to be called, what

kind of teaching you do, where you are in the program, and something interesting that will help us get to know you. Please post directly to the forum, and not through an attachment.

***2. Video Tutorials and Quizzes (4 at 10 points each, 40 points total)***

You will view four videos on topics that will help you understand some specific requirements for literature reviews. After each tutorial, you will take a quiz to demonstrate your learning.

***3. Discussion Board (50 points per Module, 250 points total)***

The point of the Discussion Board is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, we will participate in a Discussion Board. Discussions are graded at the end of each module, based on the quality of contributions. Modules may have more than one discussion – be sure to check the calendar. Prompts for each discussion will be found in each discussion forum. Be sure to respond to the prompt. This course uses a different discussion format from many other LIST courses.

Discussions have two parts – Original Posts and Replies to Peers. Please post your Original Post by Friday, 11:55 pm Central. Replies are due by Sunday, 11:55 pm Central. For each discussion, you will reply thoughtfully and meaningfully to at least one peer. Although you are only required to respond to one person, I encourage you to engage more frequently, and to more than one peer. Doing so will help you with course concepts, and having multiple responses will also ensure you get maximum points for the assignment.

Please reply to posts that have no other replies first. It would be good if everyone has at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. Discussions should be posted directly to the discussion window so we don't need to open files to read your post.

***3. Article Analysis (2 Articles at 50 points each; total 100 points)***

Being a consumer of research, or a researcher yourself, requires that you learn how to find and analyze existing research. In these assignments, you will select two peer-reviewed research articles and conduct a thorough analysis on each of them.

This assignment will help you complete your Literature Review, and may give you a head-start on work in the next research courses. **Please note that the second Article Analyses will be placed in T20, and has been designated a Key Assessment for this course.**

**Guidelines:**

Use the *Scope of for Literature Review Worksheet* that I provide for you in Blackboard to help you analyze the articles you select. Use what you discover as you work through the analysis worksheet to create a response that will be about 2 single-spaced pages. **You will not submit this worksheet – it is just to help get you thinking.**

Your article analysis will be a paper that has the following structure:

- Header: Your name, the date, and the topic of your research focus all go into the header.
- A complete APA 6<sup>th</sup> Edition-style citation is provided just under the header.
- Summary (about 5 paragraphs – see Clark & Creswell, p. 127): You will summarize the article you have analyzed. The summary must be a succinct representation of the main points of the article, including
  - Research Problem
  - Purpose of the Study
  - Research Questions or Hypotheses
  - Methodology
  - Data Collection Procedure
  - Findings, Results and Conclusions
- Analysis (about 4 paragraphs): You will provide a detailed analysis of the article that provides comments on how this article addresses your topic. Think of it in terms of “So what?”

You should limit the use of direct quotations, and instead, rephrase things in your own words.

Article Analysis should be submitted as a PDF because this is the best way to ensure that your formatting does not change.

**4. Literature Review with Annotated Bibliography (100 points)**

You will choose a topic related to the field of literacy (broadly defined) that warrants further investigation. Your topic must be something that could be researched in a classroom or school. After choosing a topic, you will conduct a systematic library database search to identify key research articles that inform your topic. You will keep an annotated bibliography of at least 10 relevant articles you discover, including a list that provides, as a minimum, the key notes described by Clark & Creswell (p. 127). Hint: in the next course, you will need 20 articles on your topic; if you keep a good list now, you may save yourself a lot of time later. You will synthesize these 10 (or more) articles into an organized Review of Literature Paper. In this paper you will make cross-article connections, and tie

your new knowledge into possibilities for future research. An understanding of Chapter 4 in the Clark & Creswell book will be critical for this assignment.

Please arrange your Literature Review according to this structure:

**Introduction:** Provide an introduction of about 2 paragraphs that describes

- a) Your topic in detail – make sure to explain what it is you are studying
- b) A summary of how you went about finding the articles you used in this project

**Synthesis:** This should be 3-5 single-spaced pages that explain how the ten articles you analyzed tie together to lend support to the topic you are investigating. How do these articles speak to one another? Your synthesis should conclude with a plan for further library research into your topic. What additional key phrases might you need to search? What gaps are you finding in existing literature? What are the major subsections for a more elaborated literature review on your topic?

**Annotated Bibliography:** An annotated list of at least 10 articles that are relevant to your topic. Two of these will be the same articles you used for your Article Analysis assignments.

The **RUBRIC** for this assignment is in the Rubrics Folder in the *Start Here* section of Blackboard. This assignment should be submitted as a PDF so that your formatting remains intact.

### Hints for Success

- Choose a topic that truly interests you. If you pick a good topic, you can stay with it for multiple assignments over the next year.
- The articles you choose will come from literacy research and practitioner-researcher journals. These include, but are not limited to:
  - *Reading Research Quarterly (RRQ)*
  - *Research in the Teaching of English (RTE)*
  - *Journal of Literacy Research (JLR)*
  - *Literacy Research and Instruction (LRI)*
  - *The Reading Teacher*
  - *Language Arts*
  - *Voices in the Middle*
  - *Journal of Research on Adolescent and Adult Literacy (JAAL)*
  - *The English Journal*

The majority of these journals are available online through the UTA library.

Student membership in the International Literacy Association (ILA), National Council of Teachers of English (NCTE), the Literacy Research Association (LRA), or the Association of Literacy Educators and Researchers is recommended but not required. Memberships in these associations often include a journal subscription.

## POLICIES

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it **will** be reported to the Office of Student Conduct for investigation, and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else's work off as your own. The UTA Honor Code should be pasted to the cover sheets of the Article Analysis and Article Synthesis/Review of Literature assignments.

**Due Dates:** Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – some are for original postings, and some are for responding to classmates. Assignments submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. *There are no provisions for late work.* If you have serious extenuating circumstances, you must contact me prior to an assignment being late to find out what your options might be.

**Netiquette:** Always be respectful when communicating with your peers and instructor. It is fine to disagree with someone, but be sure that the words and tone you use convey courtesy. Rude or disrespectful posts will be deleted, and no points will be awarded.

**Back-Up Your Work:** Maintain copies of all work submitted. Be sure to make back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a

"cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.*

**Dispositions:** Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

Texas Administrative Code – Ethics and Standard Practices for Educators:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

**TK20 Requirement:** The College of Education has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about \$100. You may purchase your subscription online from a link provided on the system’s web site. Please see the letter from Dean Doughty and visit <http://www.uta.edu/coehp/tk20> for more information.

### **Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students

with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

#### **Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

#### **Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

#### **Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a [Student Feedback Survey](#) (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law. This information is used to make decisions about continued faculty employment, raises, promotion, and tenure. Students are strongly urged to participate.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. They will also meet with students online. Visit the [Writing Center](#) online to register and make appointments. For hours and descriptions of the services offered to graduate students, visit the [Online Writing Lab](#).

#### **Campus Carry**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

#### **Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, attendance will be determined based on course participation, especially with Discussions. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

#### **Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

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Summer 1 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>May</b>	14 First Day of Class  Begin Getting Started assignments	15	16 <b>Due:</b> Updated Blackboard Profile pictures and Introductions	17	18	19 Due: Peer responses to introductions – at least five peers
20 <b>Due:</b> tutorials/quizzes	21 Begin Module 1	22	23	24	25 <b>Due:</b> Initial posts to discussion board	26
27 <b>Due:</b> All replies to peer posts for Module 1 are due	28 Begin Module 2	29	30	31	<b>June 1</b> <b>Due:</b> Initial posts to discussion board	2
3 All replies to peer posts for Module 2 are due	4 Begin Module 3	5	6	7	8 <b>Due:</b> Initial posts to discussion board	9 <b>Due:</b> First Article Analysis - Blackboard
10 All replies to peer posts for Module 3 are due	11 Begin Module 4	12	13	14	15 <b>Due:</b> Initial posts to discussion board	16 <b>Due:</b> Second Article Analysis - TK20
17 All replies to peer posts for Module 4 are due	18 Begin Module 5	19	20	<b>21</b>	22 <b>Due:</b> Initial posts to discussion board	23

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24 All replies to peer posts for Module 5 are due	25	26	27	28 <b>Due:</b> Final Literature Review paper	29	
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**TOPIC SCHEDULE:**

\*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.

Topic & Required Readings		Assignment	Module Dates
<b>Introduction to the Course</b>		Update Blackboard Profile, introductions Complete Tutorials and quizzes	May 14 - May 20
<b>Module 1</b>	<ul style="list-style-type: none"> <li>★ An Introduction to Research</li> <li>★ Action Research</li> </ul>	Read Chapters 1 and 13 in Clark & Creswell Other assigned readings and articles Discussion Board 1a, 1b, 1c	May 21 - May 27
<b>Module 2</b>	<ul style="list-style-type: none"> <li>★ Understanding the Introductory Sections of Research Reports                             <ul style="list-style-type: none"> <li>○ Statements of the Problem</li> <li>○ Literature Reviews</li> <li>○ Purpose Statements, Research Questions, &amp; Hypotheses</li> </ul> </li> </ul>	Read Chapters 2, 3, 4, 5 in Clark & Creswell Discussion Board 2a, 2b, 2c Read articles (see Blackboard)	May 28 - June 3
<b>Module 3</b>	<ul style="list-style-type: none"> <li>★ Understanding Methods Part 1                             <ul style="list-style-type: none"> <li>○ Quantitative Methods</li> </ul> </li> <li>★ You should have your topic for personal research interest for your literature review</li> <li>★ You should be looking for articles that fit your topic</li> </ul>	Read Chapters 6, 7, 8 in Clark & Creswell Discussion Board 3a, 3b, 3c First Article Analysis is due in this module. This is an article you choose based on your topic.	June 4 – June 10
<b>Module 4</b>	<ul style="list-style-type: none"> <li>★ Understanding Methods Part 2                             <ul style="list-style-type: none"> <li>○ Qualitative Methods – recognizing overall plans, data collection, and analysis</li> </ul> </li> <li>★ Continue working on your search for articles that fit your topic</li> <li>★ Work on annotations for those articles – you need 10</li> </ul>	Read Chapters 9, 10, and 11 in Clark & Creswell Discussion Board  Second Article Analysis is due in this module – must be in TK20	June 11 – June 17
<b>Module 5</b>	<ul style="list-style-type: none"> <li>★ Methods Part 3                             <ul style="list-style-type: none"> <li>○ Mixed Methods – recognizing overall plans, data collection, and analysis</li> </ul> </li> <li>Reflecting on learning</li> </ul>	Read Chapters 12 and 14 in Clark & Creswell Discussion Board	June 18 – June 24

<b>Wrapping Up</b>	<ul style="list-style-type: none"> <li>★ Wrapping up the Course!</li> <li>★ Literature Review</li> </ul>	Literature Review	June 25 – June 29
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### College of Education Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- ★ The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- ★ The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- ★ The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - ★ **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - ★ **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - ★ **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

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### Alignment of Outcomes, Assignments, Standards, and Competencies – LIST 5325

#### National Standards: Standards for Reading Professionals—Revised 2010

The professional standards of the International Reading Association (IRA/ILA) and the National Council for Accreditation of Teacher Education (NCATE) guide the preparation of professionals in education, including the following: pre-K and elementary classroom teacher candidates, middle and high school content classroom teacher candidates, middle and high school reading classroom teacher candidates, reading specialist/literacy coach candidates. As stated on the Web site of IRA, “NCATE is a coalition of professional associations that accredits U.S. teacher education programs. Graduates of NCATE-accredited programs can be assured that their preparation is of high quality, and that they will enter the classroom with tools necessary to teach well.”

#### [Standards 2010: Standard 1 - Foundational Knowledge \(Article Analyses, Literature Review\)](#)

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practices in systematic ways.
- Knowledge represents the currently shared content of the reading field, subject to change over time as new knowledge and understandings are acquired.

#### [Standards 2010: Standard 2 - Curriculum and Instruction \(Article Analyses, Literature Review, Discussions\)](#)

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the [Standards 2010 Committee](#) for developing this standard and its elements:

- [Foundational knowledge about literacy](#) is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.

- A conceptual framework for literacy development should inform teaching practices and selection of materials.
- Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.
- Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.
- Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

**Standards 2010: Standard 6 - Professional Learning and Leadership (Article Analyses, Literature Review, Discussions, Research Question)**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the **Standards 2010 Committee** for developing this standard and its elements:

- Effective professional learning is evidence based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of **diversity**.
- Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.
- Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

**Texas State Standards** – to access a complete copy go to <http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054>  
**Reading Specialist Standard I** - Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels EC – 12.

# U N I V E R S I T Y   O F   T E X A S   ★   A R L I N G T O N

**Reading Specialist Standard II - Assessment and Instruction:** The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Reading Specialist Standard III - Strengths and Needs of Individual Students:** The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

**Reading Specialist Standard IV**

**Professional Knowledge and Leadership:** The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, assessing and evaluating professional development programs.

**OVERVIEW:**

TESOL	TE <sub>x</sub> ES
1.a-b	I. 001-002
2.a-b	III. 009
3.a-c	II. 003-006
4.a-c	II. 007, 003
5.a-c	III. 008, 010

TE <sub>x</sub> ES	TESOL
I. 001	1.a
I. 002	1.b
II. 003	3.a, 4.c
II. 004	3.b
II. 005	3.b
II. 006	3.c
II. 007	4.a, 4.b, 4.c
III. 008	5.a
III. 009	2.a, 2.b
III. 010	5.b, 5.c