Syllabus for READ 5308: Action Research for Literacy Educators (3 Credits)
Spring 2025

This is a fully online, asynchronous course with optional synchronous sessions.

Important Dates

Classes begin January 13th .
Last day to withdraw from a course is Monday, March 31st.
Final exams April 28th – May 2nd .
Spring graduation – May 2nd and 3rd.
Refer to the academic calendar for more details.

A. Instructor

Name:	Kouider Mokhtari, Ph.D., Anderson-Vukelja-Wright Endowed Professor
Profile:	Visit this link to learn more about Dr. Mokhtari's academic background, research, and publications.
Email:	kmokhtari@uttyler.edu
Office Address:	K-16 Literacy Center (HPR 272)
Office Phone:	(903) 566-7177
Office Hours:	Tues & Thurs (4:00-5:30 p.m.) Or by appointment via Zoom.

B. Course Description

This course explores and applies action research approaches and methods aimed at improving classroom instruction and enhancing student literacy outcomes. The focus will be on PreK-12 clinical and/or school settings, with an emphasis on examining and refining instructional practices to increase literacy achievement.

C. Knowledge Base(s) and Rationale

This graduate course develops advanced knowledge in critical reading, analysis, and synthesis of educational research, with a particular focus on addressing literacy challenges in school settings. Building on prior graduate and/or undergraduate coursework in language and literacy development, it equips students with the tools to apply research-based approaches and methods effectively in real-world educational contexts.

Course content aligns with the standards set by the International Literacy Association (ILA, 2017) and the Texas Examination of Educator Standards (TExES) for the preparation of reading

specialists and literacy coaches. Specifically, the ILA standards addressed in this course are Standard 1: Foundational Knowledge and Standard 6: Professional Learning and Leadership. The TExES standards are primarily focused on Domain 1: Instruction and Assessment—Components of Literacy, and Domain 4: Professional Knowledge and Leadership.

D. Course Format and Structure

This is a fully online, asynchronous course with a few optional synchronous sessions. It is designed to be highly interactive, focusing on student-driven engagement and hands-on application of concepts to deepen understanding.

The course follows a set schedule with weekly modules and assignments due by Sunday at midnight. While students can complete readings and assignments ahead of time, they must follow the weekly schedule for module activities as outlined in the syllabus. This is not a self-paced course, and consistent participation in course activities is crucial for success.

E. Student Learning Outcomes

LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX			
# SLO	Student Learning Outcome (SLO): The student will…	Assessments	Standards International Literacy Association (ILA) * (TExES) for Texas Reading Specialists Standards *Texas Educator Standards (TES)' *2021 International Society for Technology in Education (ISTE)
1	**Develop:** Develop and write a research plan for conducting a basic action research study, adhering to established academic guidelines and conventions.	• IRB & RCR Training • Online Discussions • Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3	*TExES Domain 4 *TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, iii;2Bi, iii; 3Aii, iii; 3Bi, iii; 3Ci, ii. *ILA (see assessment column) *ISTE 2.1: 2.1a, 2.2: 2.2b, 2.7a
2	**Explore:** Read, analyze, and interpret findings from various literacy research, policy, and practice documents. Identify and utilize online resources to conduct research on specific questions related to literacy teaching and learning.	• Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3 • Quizzes/or equivalent	*TExES Domains 1, 2 *TES 3Ai, ii, iii; 3Bi, ii, iii; 5Ai, ii; 5Ci, ii; 5Di. *ILA(see assessment column) *ISTE 2.1c; 2.5c

3	**Apply:** Use evidence-based research to address persistent challenges in teaching practices. Reflect on personal teaching, assess professional growth, and develop a plan to enhance support for student literacy.	• Online Discussions • ILA 7.1 Poll & Post • Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3 • Cultural Autobiography: ILA 4.2 • Presentations of LARPs • Portfolio	*TExES Domains 1, 2, 3, 4 *TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, iii;2Bi, iii; 4Aiii; 4Ci, ii, iii; 4Di, ii, iii, iv; 6Ai, ii, iii; 6Bii, iii; 6Dii. *ILA (see assessment column) *ISTE 2.4d, 2.6: 2.6a,2.6b, 2.6c. 2.6d

F. Required Readings: Two Textbooks to Purchase

Main Textbook:

- Efron, S. E., & Ravid, R**.** (2020). *Action research in education: A practical guide.* Guilford Press.
    - **Note**: Be sure to purchase the 2020 edition of this textbook; earlier versions are not acceptable.

Second Textbook:

- **Gay, G.** (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
    - **Note**: This textbook includes chapters that are required across the Master's in Reading program, with typically one chapter assigned per course.

Note on Book Purchases:

As a student of UT Tyler, you are **not required to purchase textbooks from the university-affiliated bookstore**. You are welcome to purchase your textbooks from independent retailers, including online retailers.

Articles (Free)

To complement the textbook chapters, you will be assigned specific articles, videos, and other relevant tasks each week. These materials will form the basis for class discussions.

Professional Literacy-Focused Journals (This list, organized alphabetically, is not exhaustive, but includes some key sources):

- *American Educational Research Journal*
- *Anthropology and Education Quarterly*
- *Educational Researcher*

- *Elementary School Journal*
- *English Education*
- *Equity and Excellence in Education*
- *Harvard Educational Review*
- *Intervention in School and Clinic*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Educational Psychology*
- *Journal of Learning Disabilities*
- *Journal of Learning Sciences*
- *Journal of Literacy Research*
- *Language Arts*
- *Middle School Journal*
- *Reading & Writing Quarterly*
- *Reading Improvement*
- *Reading Research Quarterly*
- *Research in the Teaching of English*
- *Tapestry Journal*
- *Teaching and Teacher Education*
- *The Reading Teacher*
- *Written Communication*

G. Course Evaluation & Grading

The criteria for determining your final course grade are outlined below. Final grades will be based on a percentage scale.

Assignments	% of Grade	Points	Due Dates
1. Online Discussions	25%	25	Weekly and Cumulative
2. Cultural Autobiography	15%	15	Week 3
3. IRB & RCR Trainings	10%	10	Week 9
4. Literacy Action Research Project (LARP)	40%	40	Week 13
5. LARP Presentation	5%	5	Week 15
6. Program Portfolio Component	5%	5	Week 14

Performance Standards			
Points	**Percent**	**Grade**	**Standard**
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped) Average
66=74	66%	D	(Poor) Below Average
00-65	65% or below	F	(Unacceptable) Mediocre

H. Course Assignments

This section provides an overview of the assignments that will contribute to your final course grade. Each assignment is designed to support your learning objectives and help you build the skills necessary to become an effective literacy leader. Specific instructions, deadlines, and grading criteria for each assignment will be provided in the course materials.

1. **Online Discussions (25/25=100% grades taken incrementally)**

    Online discussions are a key part of the learning experience, offering students a chance to deepen their understanding of weekly topics and engage with peers. Think of the discussions as mini-essays that help connect readings to your personal experiences and real-world contexts.Students must submit thoughtful, well-developed responses (at least three double-spaced paragraphs) that demonstrate a deep understanding of the readings, the ability to apply concepts, and connections to real-world situations. Additionally, students must respond to at least two peers' posts.

    As graduate students, it is essential to read deeply and engage meaningfully with your professional community(ies) to foster growth. Through weekly asynchronous (and occasionally synchronous) discussions on readings, videos, podcasts, and other materials, you will have the opportunity to share your ideas, respond to your classmates' perspectives, and make connections with the course content. These discussions will take place in the course's Discussion Forum, where the entire class will participate.

    When responding to assigned readings or activities via discussion forums, consider using the following questions to guide your responses:
    1. What are the main points or issues raised in the assigned readings?
    2. What personal connections can you make to the readings, based on your life experiences, observations, or other texts/films/media you have encountered?
    3. What are the strengths and weaknesses (or limitations) of the main points, arguments, or solutions presented in the readings?
    4. How will the knowledge gained from these readings or activities help you enhance your role and work as a classroom teacher, reading specialist, or literacy coach?
    5. How has this reading changed your thinking? What new questions or ideas does it raise for you?

Evaluation:

Your asynchronous (and occasionally synchronous) discussion responses will be evaluated based on the following criteria:

- Level of Engagement: How frequently and when you contribute to the discussions.
- Quality of Contributions: The thoughtfulness and substance of your responses.

- Professionalism: The respect and consideration you show when interacting with fellow participants in the discussion forum.

We will use the rubric attached at the end of this syllabus to grade the online discussion posts.

2. **Cultural Autobiography (ILA 4.2) (15 points, 15/15 = 100%)**

Description:

As future literacy leaders, it is essential to understand both your own cultural identity and the cultural identities of others. This assignment invites you to write your own cultural autobiography, reflecting on yourself as a cultural and intersectional person. By examining your own cultural experiences and intersecting identities, you will gain insight into the ways culture and history shape individuals and communities.

For this assignment, you will read the chapter from the UN Women's *Intersectional Guide and Toolkit*, specifically Section 1: "Introducing Intersectionality." You will study the "Intersectionality Wheel" and Table 1: "What Intersectionality Is and Isn't." These resources will help you reflect on your personal experiences and cultural identity.

Your cultural autobiography will be more than just a recounting of life events—it will require you to explore your assumptions and beliefs about culture, as well as the micro-cultures and subgroups that contribute to your sense of identity and your role within society. As Streit (2017) notes, "A cultural autobiography is much more than merely narrating events from your life. It reveals your assumptions and digs deep into your psyche to bring out preconceived notions of culture in relation to the micro-cultures and subgroups that make up identity and your role within society." This process allows for deeper self-understanding and offers the opportunity to recognize and appreciate the diverse identities of others, which is vital in both professional and personal settings.

You will be guided through several incremental steps to help you develop your writing into a completed essay, approximately 7-10 pages in length. Specific instructions and a timeline for the assignment will be shared with you in a timely manner.

3. **Resposible Conduct for Research (RCR) and Institutional Review Board (IRB) Training (5 points each = 10 points, 10/10 = 100%)**

Description:

For this assignment, you are required to complete two module-based courses provided by CITI through UT Tyler:

1. **Responsible Conduct of Research (RCR) Training** – 7 modules
2. **IRB Training** – 9 modules

These courses will provide you with essential knowledge about the processes involved in conducting research with human subjects, particularly in clinical or school settings. The knowledge you gain from these modules, combined with the topics discussed in lectures, the textbook, and related readings, will be applied to your **Literacy Action Research Project**.

Your task is to complete both series of training modules and submit evidence of completion. A resource page with further instructions and links to the courses will be available in the course Canvas. To earn credit for this requirement, you must provide specific evidence of having completed:

1. **RCR Training (5 points)**
2. **IRB Training (5 points)**

4. Literacy Action Research Project (40 points, 40/40 = 100%)

Description:

This major course assignment is designed around your professional learning needs and research interests. Through this project, you will engage in an important aspect of action research (also known as teacher research), expanding your understanding of how literacy research informs teaching practices and impacts student achievement outcomes. The project will be an incremental process over six to eight weeks, with multiple drafts that will incorporate feedback from peers, experts (e.g., the instructor), and University Writing Center tutors.

Your task is to develop an action research plan or proposal to examine a specific literacy issue or question in clinical or school settings. You will be guided through the following steps:

1. **Selecting a Research Topic**: Choose a pertinent literacy issue or question that you observe in your classroom or clinical setting.
2. **Reviewing Relevant Literature**: Synthesize current research literature related to your topic and compose a literature review.
3. **Developing a Methodological Plan**: Create a research plan for future data collection, including procedures and analysis methods.
4. **Human Subjects Training**: Complete the Human Subjects Training module provided by the university's Institutional Review Board (IRB). This training will help you understand the ethical precautions required when conducting research with human subjects, particularly vulnerable populations (e.g., children, pregnant women, prisoners, etc.).

Details:

- Your task is to **design** an action research proposal, not to conduct the research during this course.
- The proposal will focus on a literacy issue identified in your classroom or clinical setting.
- Once the proposal is developed, you could seek IRB approval after the course concludes, enabling you to conduct the research for a thesis or future report.

Timelines for the Literacy Action Research Project

Instructions for each step, including small group work, will be provided in the appropriate module.

Week 1: Introduction to the assignment.

Week 2:

- Brainstorm potential topics and formulate questions related to those topics (5–10 possible questions).

Week 3:

- Narrow down your list to **3 topics** and corresponding research questions.
- Consider how you would determine when your question has been answered.
- Sketch a broad outline of how you would collect data.

Weeks 4–8:

- You are required to collect **15 peer-reviewed research articles** published since 2012. These should be charted according to a provided template.
- Additionally, gather **up to five supplementary resources** (e.g., chapters, essays, books, government reports, or classic articles). These do not need to be charted but should support your argument.

Week 4:

- Finalize your **topic** and **research question**.
- Write a **rationale** explaining why this study is important for your students, school, and your own practice.
- Collect the first **three research articles** and chart them.

Weeks 5, 6, 7, 8:

- Continue collecting and charting **three articles per week** until you have 15 total.

Weeks 6 & 7:

- **Draft the Methodology section** of your proposal.
- It is recommended that you make an appointment with the **University Writing Center** for feedback during **Week 8, 9, 10, or 11**.

Weeks 8 & 9:

- **Draft the Discussion and Implications section**.

- Since you will not conduct the research during the course, **imagine three scenarios** for potential outcomes:
    1. **Imaginable implications** of expected results.
    2. **Imaginable implications** of unexpected or surprising results.
    3. **Imaginable implications** for the field of teaching.

Week 9:

- **Submit IRB Training certificate**.

Weeks 10 & 11:

- Complete **final revisions** of your project.

Week 12:

- **Draft your author's note and reflection** on the process.

Week 13:

- **Submit the final version of your Literacy Action Research Project**.

End Product:

Your final product will be a well-written, carefully researched paper, **12–20 pages** in length, typed, double-spaced, and formatted according to **APA Style**. The paper should be in **12-point Times New Roman font**, black ink.

The paper will include the following components:

1. **Descriptive Title**
2. **Abstract**
3. **Research Synthesis** related to your selected topic
4. **Research Method ssection**, which should include:
    - Research questions
    - Study participants
    - Data collection procedures
    - Data analysis methods
5. **Discussion with Implications**
6. **Conclusion**
7. **Appendices**

Note: Step-by-step guidance for developing and completing each section of this project will be provided at appropriate times throughout the semester.

Required: Documented Visits with the UT-Tyler Writing Center (In-person or Virtual)

As part of your course requirements, you must visit the **UT-Tyler Writing Center** for support with your written work. These visits can be **in-person** or **virtual**. For more information on the Writing Center's schedule and services, visit UT-Tyler Writing Center. You do not need to be on campus to access this service—they offer virtual consultations as well. As a UT-Tyler student, you have already paid for this professional development service, so take full advantage of it. **This is not remediation**—it's what scholars and professional writers do: they seek expert and peer feedback to improve their work. I personally use similar services when preparing articles for publication.

American Psychological Association (APA) Style Requirements:

APA style is the standard in the social sciences, including education, and is used for scholarly writing, citations, and references. Your written work should adhere to **APA Style** guidelines, which include the following formatting:

- **Typed**, double-spaced
- **12-point Times New Roman font**
- **One-inch margins** on all sides
- **Page numbers**
- **Proper labeling and editing** of sections

Additionally, your work should show consistent and correct use of **APA style** for citations and references. For guidance on APA style, refer to these resources:

- APA Style Guide – UT Tyler Library
- Purdue OWL APA Formatting and Style Guide

Evaluation:

The action research proposal will be evaluated based on the following criteria:

1. **Depth of Thought**: The degree to which each section demonstrates careful reflection and critical thinking.
2. **Quality of Research**: The thoroughness and relevance of the research literature and sources included.
3. **Development and Clarity**: How well each section is developed, logically organized, and clearly written.
4. **Adherence to APA Style**: Consistent and correct use of **APA style** throughout the paper, including formatting, citations, and references.

Your research paper proposal will be expected to be well-researched, clearly articulated, and professionally written, with attention to detail in both content and presentation.

5. LARP Narrated Presentation and Comments (5 points, 5/5 = 100%)

Week 14:

- **Presentation**: Create and deliver a narrated presentation of your **Literacy Action Research Project (LARP)** using presentation software (e.g., PowerPoint, Google Slides, etc.).
- The presentation should effectively communicate the main components of your LARP, summarizing the key points, methodology, and findings.
- **Comments**: You will also be expected to engage with your peers' presentations by providing thoughtful comments and feedback.

6. Program Portfolio Update Assignment (5 points, 5/5 = 100%)

Description:

This assignment is designed to help you build and update your Program Portfolio, which serves as evidence of your preparation to become a literacy leader. The goal of the portfolio is to demonstrate how your work in this program aligns with state and national standards, showcasing your competencies as a future literacy leader. The successful completion and presentation of your portfolio is a requirement for graduation from the Master's in Education – Reading program at UT Tyler. Building your portfolio is an ongoing process throughout your program. For each course, including this one, you will:

1. Select an artifact from the work you've completed during the semester.
2. Select a national and state standard that your artifact demonstrates mastery in.
3. Write a brief description explaining how the artifact demonstrates your ability to meet the selected ILA and/or Texas standards
4. Write a rationale explaining how the artifact demonstrates your understanding and application of the selected standards.

Final Portfolio Submission:

At the conclusion of the course, you will incorporate any instructor feedback into your portfolio. You will update your Wix portfolio with your artifact, description, and rationale, ensuring that your portfolio reflects your growth as a literacy leader.

UNIVERSITY RULES AND POLICIES

Artificial Intelligence (AI) Policy

UT Tyler is committed to exploring and integrating artificial intelligence (AI) tools where appropriate for specific disciplines and tasks. We encourage discussions on the ethical, societal, philosophical, and disciplinary implications of AI. As part of our commitment to academic

honesty and integrity, as outlined in the UT Tyler Honor Code, all uses of AI should be acknowledged.

When using AI tools, faculty and students must avoid utilizing protected information, data, or copyrighted materials. It is important to note that AI tools rely on predictive models to generate content, which may appear correct but can sometimes be incomplete, inaccurate, improperly sourced, or biased. Therefore, AI tools should not be considered a substitute for traditional research methods. You are ultimately responsible for ensuring the accuracy and quality of the information you submit.

Misuse of AI tools in violation of the guidelines set for this course is considered a breach of academic integrity. Students found in violation will face disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. While AI is a valuable tool in many aspects of life, it should not replace your independent thought and critical engagement. AI should not be used to complete assignments for this course or any other course.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this [link](#).

Academic Integrity

Academic integrity is the utmost importance. Academic dishonesty will result in the receipt of an F for a final grade in this course. The assessments included in this course are designed to measure your grasp of the information which is examined throughout the course.

Disability Accommodation

Students whose performance may be impacted by a disability must provide documentation in accordance with federal law. The university evaluates accommodation needs on a case-by-case basis, in compliance with Section 504 of the Rehabilitation Act, the ADA, and ADAAA. Accommodations are available for students with learning, physical, and psychiatric disabilities, including non-visible conditions like chronic diseases, learning disabilities, ADHD, PTSD, or head injuries. If you have a disability or a history of accommodations, contact the Student Accessibility and Resources (SAR) office to schedule an interview with the Accessibility Case Manager/ADA Coordinator. For more information or to set up an appointment, visit SAR in University Center, Room 3150, call 903-566-7079, or email saroffice@uttyler.edu.

UT Tyler Resources for Students

In Canvas, refer to the **'University Policies and Information'** page located in the 'UT Tyler Syllabus Module.' Within the same module, you'll also find the 'Student Resources' page, which provides information about services available to all students.

READ 5308 : Action Research for Literacy Educators

Tentative Course Calendar

Note: If unforeseen circumstances require changes to this tentative course calendar, Dr. Mokhtari will upload an updated version to Canvas and notify students through a Canvas Course Announcement.

- **Timing of Modules:** Weekly modules will be posted by Monday at 5:00 pm of the corresponding week.
- **Due Dates:** Assignments, unless otherwise noted, are due by Sunday at midnight of the week in which they are assigned.

Week	Dates	Topics	Deliverables and Due Dates
1	1/13/25—1/17/25	**Course overview** **Topics to Discuss:** • Course overview: What you should expect to gain from this course, what you need to do to successfully complete its requirements • Course activities and assignments • Course format: Timing of modules, due dates, other relevant course-related matters) • Introduction to Writing a Cultural Autobiography (ILA 4.2) • Assigned readings and activities • Preview of Week 2	Participate in Online Discussions and Complete Class Activities and Assignments
2	1/20/25—1/24/25	**Chapter 1 (Efron & Ravid, 2020): *Introduction to Action Research*** **Topics to Discuss:** • What is Educational Research? • Practitioners as Researchers • Historical Perspectives • The Unique Characteristics of Action Research • Collaborative and Participatory Action Research • Collaborative Action Research • Participatory Action Research • Comparisons among Action Research, Collaborative Action Research, and Participatory Action Research • The Use of Qualitative, Quantitative, and Mixed-Methods Approaches in the Book **Online Discussions**: Reflect on the role of teachers as researchers. Share an example of an issue or challenge in your literacy instruction that you think could be addressed through action	Participate in Online Discussions and Complete Class Activities and Assignments

		research. Why do you think action research is a good fit for this issue? **Assignments**: TBD **Additional Readings:** TBD	
3	1/27/25— 1/31/25	**Chapter 2 (Efron & Ravid, 2020): *Choosing and Learning about Your* Research Topic** **Topics to Discuss:** • Choosing Your Research Topic • Framing the Research Problem Statement • Developing the Literature Review • Step 1: Locating Sources for the Literature Review • Step 2: Reading Literature to Identify Themes • Step 3: Constructing a Literature Review Outline • Step 4: Writing the Literature Review • Formulating Specific Research Question(s) • Differences between Problem Statements and Research Questions • Questions in Qualitative, Quantitative, and Mixed-Methods Research • Stating Research Questions According to the Action Research Paradigm • Characteristics of a Well-Formulated Research Question **Online Discussions:** Share your topic idea for your action research project. What are the key themes you're considering for your literature review? How does this topic relate to your current literacy teaching challenges? **Assignments:** Create an outline for your literature review, including at least 3 sources that you plan to review. Include the themes you're identifying from the literature and how they will inform your research question. **Additional Readings:** TBD	Participate in Online Discussions and Complete Class Activities and Assignments **Cultural Autobiography Due**
4	2/3/25— 2/7/25	**Chapter 2 (Efron & Ravid, 2020): *Choosing and Learning about Your Research Topic*** **Topics to Discuss:** • Choosing Your Research Topic • Framing the Research Problem Statement • Developing the Literature Review • Step 1: Locating Sources for the Literature Review • Step 2: Reading Literature to Identify Themes • Step 3: Constructing a Literature Review Outline • Step 4: Writing the Literature Review • Formulating Specific Research Question(s) • Differences between Problem Statements and Research Questions • Questions in Qualitative, Quantitative, and Mixed-Methods Research • Stating Research Questions According to the Action Research Paradigm	Participate in Online Discussions and Complete Class Activities and Assignments

		• Characteristics of a Well-Formulated Research Question **Online Discussions:** TBD **Assignments:** Create an outline for your literature review, including at least 3 sources that you plan to review. Include the themes you're identifying from the literature and how they will inform your research question. **Additional Readings:** TBD	

5	2/10/25—
	2/14/25
		Chapter 3 (Efron & David, 2020): *Approaches to Action Research*
		
		Topics to Discuss:
		• Overview of qualitative, quantitative, and mixed-methods research
		  o Assumptions, research purposes, and methods for each approach
		  o Common qualitative methods: interviews, observations, and case studies
		  o Common quantitative methods: surveys, tests, and statistical analysis
		  o Mixed-methods research: Combining qualitative and quantitative approaches
		• Choosing the appropriate research approach based on your research question
		
		Online Discussions: Based on your research topic, discuss the research approach you plan to use (qualitative, quantitative, or mixed methods). Why do you think this approach will be most effective for your research questions?
		
		Assignments: Write a proposal for your research approach, justifying your choice of qualitative, quantitative, or mixed methods based on your research question. Include a discussion of the methodology and any methods/tools you plan to use.
		
		Additional Readings: TBD
			Participate in Online Discussions and Complete Class Activities and Assignments

6	2/17/25—
	2/21/25
		Chapter 4 (Efron & David, 2020): Developing a Plan of Action
		
		Topics to Discuss:
		• Establishing your role as a researcher and balancing your responsibilities
		• Defining the scope and setting of your action research project
		• Identifying research participants and research site
		• Data collection procedures and ensuring validity and trustworthiness
		  o Strategies for qualitative and quantitative validity
		  o Ethical considerations in action research (informed consent, confidentiality)
		• Developing a timeline and to-do list for research activities
		
		Online Discussions: Discuss the challenges you anticipate in defining your research scope and site. How will you select participants for your action research, and how will you ensure that your study is ethically sound?
		
		Assignments: Develop a comprehensive plan for your action research project. Include details on your research scope,
			Participate in Online Discussions and Complete Class Activities and Assignments

		participants, data collection procedures, and ethical guidelines. Outline your study's timeline and any logistical considerations. **Additional Readings:** TBD	
7	2/24/25— 2/28/25	**Chapter 5 (Efron & David,** 2020): **Data Collection Tools** **Topics to Discuss:** • Overview of data collection methods: observations, interviews, surveys, artifacts • Qualitative data collection: unstructured, semi-structured, and structured interviews • Quantitative data collection: surveys and standardized tests • The process of conducting surveys and interviews • Ethical considerations when collecting data (confidentiality, informed consent) • Using artifacts, student work, and teacher journals as data sources **Online Discussions:** Share the data collection tools you plan to use for your research. What challenges do you anticipate in using these tools, and how do you plan to address them? **Assignments:** Develop a detailed plan for your data collection process. Include the tools and methods you will use (e.g., interviews, surveys, observations), how you will ensure validity, and any ethical considerations. **Additional Readings:**	Participate in Online Discussions and Complete Class Activities and Assignments
8	3/3/25— 3/7/25	**Chapter 6 (Efron & David, 2020):** *Using Assessment Data in Action Research* **Topics to Discuss:** • The role of standardized and teacher-made assessments in action research • Norm-referenced and criterion-referenced tests • Developing instructional objectives and assessment tools • Using rubrics, portfolios, and performance assessments to evaluate student progress • Analyzing assessment data to inform teaching practice **Online Discussions:** How do you use assessment data in your classroom to inform your teaching? Discuss how you could incorporate assessment tools into your action research to measure the effectiveness of your instructional changes. **Assignments:** Analyze a piece of student assessment data (e.g., test results, project rubrics, or portfolio entries) and reflect on how this data could inform changes in your literacy instruction. **Additional Readings:** TBD	Participate in Online Discussions and Complete Class Activities and Assignments
9	3/10/25— 3/14/25	**Chapter 7 (Efron & David, 2020):** *Data Analysis and Interpretation* **Topics to Discuss:** • Analyzing qualitative data: coding, categorizing, and interpreting themes	**IRB & ICR Training Certificates Due**

		- Analyzing quantitative data: entering, organizing, and interpreting statistical data - Mixed-methods data analysis: triangulation and integration of qualitative and quantitative findings - Presenting data analysis and drawing conclusions - Reporting findings: linking data analysis to research questions **Online Discussions:** Discuss your initial thoughts on how you will analyze the data you collect. What patterns or themes do you expect to emerge? How will you ensure that your findings are valid and reliable? **Assignments:** Conduct preliminary data analysis on a subset of your collected data. Present the findings and provide an interpretation of the data in relation to your research questions. **Additional Readings:** TBD	
10	3/17/25—3/21/25	**Spring Break** **No Classes**	**Spring Break** **No Classes**
11	3/24/25—3/28/25	**Chapter 8 (Efron and David, 2020): Writing, Implementing, and Sharing the Research Findings** **Topics to Discuss** - Writing a Formal Action Research Report - Introduction - Literature Review - Methodology - Findings and Results - Discussion and Implications - References - Appendix **Online Discussions**: Reflect on the role of teachers as researchers. Share an example of an issue or challenge in your literacy instruction that you think could be addressed through action research. Why do you think action research is a good fit for this issue? **Assignments**: TBD **Additional Readings:** TBD	Participate in Online Discussions and Complete Class Activities and Assignments
12	3/31/25—4/4/25	**Chapter 8 (Efron and David, 2020): Writing, Implementing, and Sharing the Research Findings (Continued)** **Topics to Discuss** - Presenting findings in professional settings (conferences, workshops, publications) - Reflecting on the action research process: lessons learned and next steps - Developing a plan for sharing results with the school community **Online Discussions:** Reflect on how you plan to share the findings of your action research with your colleagues or administrators. What	Participate in Online Discussions and Complete Class Activities and Assignments

		format do you think would be most effective (e.g., formal report, presentation, workshop)? **Assignments:** • **Final Action Research Report:** Submit the final version of your action research report. This should include a detailed report of your research process, findings, and recommendations for future action. **Additional Readings: TBD**	
13	4/7/25—4/4/25	**Gay (2018): Culturally Responsive Teaching** **Topics to discuss:** • Cultural congruity in teaching & learning (Gay, 2018, Chapter 6) • Reflecting on the action research process and its impact on your practice as a literacy educator. • Finalizing your action research report **Online Discussions:** Discuss what you've learned through the action research process and how you plan to apply it to your literacy teaching practice. **Additional Readings:** TBD • **Course Wrap-Up:**	Participate in Online Discussions and Complete Class Activities and Assignments **LARP Project Proposal Due**
14 Last Week of Classes	4/14/25—4/4/25	**Course Wrap-up and Take-Aways** **Topics to Discuss:** • Reflect on how action research can lead to ongoing professional growth and change in literacy education. • Opportnunity to view work of others • Instructions for preparing research presentations, delivering presentations, and preparing portfolio component • Course evaluations	Participate in Online Discussions and Complete Class Activities and Assignments **Portfolio Update Component Due**
Final Exams Week	4/28/25—4/30/25	Final Exams Week **Posting and Presentations of Literacy Action Research Presentations (Synchronous Session)**	Final Exams Week **LARP Presentations**
End of Seemster	5/2/25—5/3/25	**Spring Commencement**	Spring Commencement

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Online Discussions Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Engagement and Participation	Actively participates in the discussion and responds to at least two peers with meaningful contributions that move the conversation forward.	Participates regularly, responding to the discussion prompt and at least two peers, but responses could be more substantive.	Participates, but responses to peers are minimal or lack depth.	Limited or no participation in the discussion. Responses are off-topic or lack relevance.
Depth of Understanding	Demonstrates a thorough understanding of the material, incorporating concepts from the readings and personal experience to support responses.	Shows a clear understanding of the material, but connections to real-world examples may be limited or not fully developed.	Demonstrates a basic understanding of the material but lacks depth or examples to support points.	Shows minimal understanding of the material, with little or no connection to the readings or real-world contexts.
Application of Concepts	Provides insightful analysis and effectively applies concepts to real-world scenarios or personal experiences.	Applies course concepts appropriately but may miss opportunities for deeper analysis or connections.	Basic application of concepts to personal experiences or real-world scenarios, with limited analysis.	Fails to apply course concepts meaningfully to personal experience or real-world contexts.
Writing Quality	Responses are well-organized, clear, and effectively convey ideas. Few to no errors in grammar, spelling, or punctuation.	Responses are mostly clear and organized, with minor issues in grammar, spelling, or punctuation.	Responses are somewhat unclear or disorganized, with multiple grammar, spelling, or punctuation errors.	Responses are unclear, disorganized, or difficult to understand due to frequent errors in grammar, spelling, or punctuation.
Timeliness	Posts the initial discussion response on time within the deadline and responds to peers promptly.	Posts the initial response on time and responds to peers within the deadline but may be slightly delayed.	Initial post or peer responses are late, affecting the flow of the discussion.	Posts are consistently late or missing, disrupting the flow of the discussion.
Critical Thinking	Demonstrates critical thinking by analyzing, evaluating, and synthesizing ideas. Responses raise thought-provoking questions or alternative viewpoints.	Demonstrates critical thinking, but responses may lack depth or fail to fully analyze or synthesize ideas.	Provides basic responses without much analysis or critical thinking.	Responses lack critical thought and do not contribute to deeper discussion.
Adherence to Guidelines	Meets all requirements, including word count, formatting, and prompt instructions, with complete, relevant responses.	Meets most of the requirements but may slightly deviate in terms of length or content.	Misses some of the guidelines or does not fully address the prompt or question.	Does not follow the guidelines, missing key components like word count, formatting, or relevance to the prompt.

Total Points: _____ / 25
1. Excellent: 23–25 points
2. Good: 22–20 points
3. Satisfactory: 19–15 points
4. Needs Improvement: 14–10 points