Spring 2023
Term dates: January 9-April 29, 2023

School of Education
The University of Texas at Tyler

READ 5308.060 **(21704)**
Action Research for Literacy Educators
3 Credits

100% ONLINE
Last Day to Withdraw from Course: March 23, 2023

A. Instructor Information

Name:	Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
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Office Address:	BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799
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Office Hours:	By appointment (let me know what works for you) and/or Tues & Thurs 4:00-5:30pm. Email me to arrange: I will send you a Zoom link.

B. Course Description

"Exploration and application of action research approaches and methods for examining and enhancing classroom instruction practices and increasing student literacy achievement outcomes in PreK-12 clinical and/or school settings."

C. Knowledge Base(s) and Rationale

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on critical reading, analysis, and synthesis, and application of educational research to addressing literacy issues in school settings.

Course content incorporates the International Literacy Association (ILA, 2017) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches. In this course, ILA standards pertain primarily to Standard 1: *Foundational Knowledge* and Standard 6*: Professional Learning and Leadership.* TExES Standards pertain primarily to Domain 1: *Instruction and Assessment-Components of Literacy*, and Domain 4: *Professional Knowledge and Leadership.*

D. Student Learning Outcomes

LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX			
# SLO	*Student Learning Outcome (SLO):* *The student will…*	*Assessment*	*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 following established academic guidelines and conventions.	IRB & RCR Training E-Learning Activities and 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 different literacy research, policy, and practice documents while identifying and using online resources for conducting 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: Bring evidence-based research to bear on persistent challenges of personal teaching practices and more broadly, classroom practices, by reflecting on one's teaching practices, assessing one's professional learning, and developing one's own plan to better support student literacy.	E-Learning Activities and 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 piece	***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**

E. Course Evaluation & Grading:

The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

Assignment	Percentage of grade	Points
E-Learning Activities and Discussions	25%	25
Cultural Autobiography	15%	15
IRB & RCR Trainings	10%	10
Literacy Action Research Project (LARP)	40%	40
LARP Narrated Presentation and Comments	5%	5
Program Portfolio Update	5%	5

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

F. Assignments Overview:

Assignment Descriptions:

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

#1) E-learning discussions and activities (25/25=100% grades taken incrementally).

Description: As graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and sometimes synchronous) discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Discussion Forum feature for whole class discussions.

Main Tasks: Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

    a. What are the main point(s) made or issue(s) raised in the assigned readings?
    b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
    c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
    d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
    e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

E-Learning activities may include (for example):

- Discussion board posts in large and/or small groups. See above.
- Week 1's *Meet and Greet*: Directions in Week 1's Module folder
- A whole class *Pinterest board* or other time-limited social media experiment.
- Notebook work that may entail vocabulary work and other emergent activities based on the needs of the course.
- *Building your collegial network*: Between weeks 5-8 (your choice) ***Coffee Meet*** (2.5/2.5=100%) – Zoom or Skype or meet in-person with one other classmate. I strongly encourage you to aim for a synchronous, or real-time meet up. However, I know this may not always be possible. Alternatively, you could email, text message, or create a Zoom recorded video for each other. Aim for a visit of about 15-30 minutes. You will have had an opportunity to get a sense of others through the Meet and Greet, the Discussion Forums, and through other means to determine who might be a compatible connection. The idea is for you to start to identify colleagues, early in the semester, with whom you may share interests and/or similar teaching contexts so that you can build your collegial network that may still available to you after you graduate from the program (your Patriots email will not last long after graduation). Think of this as "going for coffee" with someone. For example, you can talk about your action research ideas, your own contexts, and/or your own professional goals for once you complete the program.
  - Evaluation: Write me a short "letter" in the message pane of the "Coffee Meet turnin folder" in the Course Menu. Tell me who you reached out to, the date, time and mode of your meet-up, and a little bit about how it went. It's up to you both as to whether and how you may

wish to exchange any other contact information. I recommend Zoom as it is a platform that the university uses. Due by the end of Week 8.

Evaluation: Your asynchronous discussion (and occasionally synchronous) responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

#2) Cultural Autobiography (ILA 4.2) (15 points 15/15=100%)

Description: As future literacy leaders, it is essential that you see yourself and others as culturally informed persons. This assignment will provide you with an invitation to write your own cultural autobiography. You will have several incremental steps you will be led through to move your writing to a completed essay of approximately 7-10 pages. According to Streit (2017), "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. Writing a cultural autobiography may allow you to not only understand your deeper self but also the roles of others within the society. In such a multicultural world, understanding your own cultural identity as well as being more open to others is extremely important in the workplace and home."

Specific instructions and timeline to be shared in a timely way.

#4) RCR Training & Institutional Review Board (IRB) Training (5 points each = 10 points 10/10=100%)

Description: In this assignment, complete two module-based courses provided to UT Tyler by CITI for 1) responsible research via RCR Training- 7 modules, and 2) IRB training—9 modules. You will have an opportunity to learn about the processes involved in conducting research with human subjects in clinical or school settings. This knowledge that you develop through this series of modules, combined with topics covered in our lectures, textbook, and articles, will be evident in your Literacy Action Research Project plan that you write.

Main Tasks: Your task is to complete the two series of training modules and to provide evidence that you have done so. There will be a resource page in the Canvas course that will direct you.

To earn credit for this course requirement, you will provide specific evidence of having completed the 1) RCR training (5 points) , and 2) the IRB training (5 points).

#5) Literacy Action Research Project (40 points 40/40=100%)

Description: In this major course assignment, which will be designed around your particular professional learning needs and research interests, you will have an opportunity to engage in an important aspect of action research, also known as teacher research, which will expand your knowledge about the various ways in which literacy research informs and

enriches teacher practices and student achievement outcomes. Creating this project will be an incremental process spanning six-to-eight weeks of the semester. You will take your project through multiple drafts. Some of these draft stages will call for peer input and the input of experts (e.g. the instructor; University Writing Center tutors).

Main Tasks: Your task is to develop an action research plan or proposal, which seeks to examine a specific literacy issue or question in clinical or school settings. You will be guided in selecting a research topic addressing a pertinent literacy issue or question; reviewing relevant research literature on the topic; and developing a research plan for future (not during the course) data collection, procedures, and analysis.

To recap: Your task, overall, is to develop an action research proposal that examines a particular literacy problem that you have uncovered in your classroom (or in a clinical setting). **You will not conduct the research as a part of this class, only design it.**
> You will:
> - select a pertinent research topic that pertains to the problem you see manifested in your students' literacy learning;
> - synthesize extant, current research literature on the subject to compose a review of literature;
> - develop a methodological plan for data collection, procedures, and analysis; and
> - pass the Human Subjects Training module prepared by the university's Internal Review Board (IRB). This will help you be more cognizant of necessary precautions to take when designing research with people of any age, and in particular, people who are in positions of vulnerability (e.g. children, pregnant women, prisoners, etc.).

Once this plan is fully developed, you could, after the semester is concluded, seek IRB approval in order to conduct the actual research for a later thesis or a report.

Timeline of Project (instructions for each step, some of which will include small group work, will be given in appropriate module):
> Week 1: Introduction to assignment
> Week 2: Brainstorm topics and questions of those topics 5-10)
> Week 3: Zero in on a short list (3) of topics and their questions; How would you know When your question is answered? Broadly sketch out how you would collect data.
> Weeks 4-8: **Fifteen research articles** published in peer-reviewed journals since 2012 are required. Collect and chart your 15 research articles according to a template that will be made available to you. You will find **up to five "other" pieces,** to supplement your argument which don't have to be charted. These "other" pieces can include, for example, chapters, conceptual pieces, essays, books, Government Reports, and "classic" or older (meaning oft-cited in Google Scholar) articles.
> > Week 4: Settle on one topic and question. Sketch out your rationale as to why this study, now, for your students, school and your own practice; and collect three (of your 15) research articles. Chart the articles.
> > Weeks 5, 6, 7, 8: Collect and chart three more of your research articles each week.

Weeks 6 & 7: Method section drafted. Recommend that you make Writing Center appointment for Week 8, 9, 10 OR 11.

Weeks 8 & 9: Discussion and Implications section drafted. (Since this is not a study that you will conduct, you will need to imagine three scenarios and consider their what-ifs. (1) What are the imaginable implications for results that you could reasonably "expect"; (2) What are the imaginable implications for results that you might think of as surprising or unexpected outcomes? And (3) What are some imaginable implications for the field of teaching?

Week 9: IRB Training certificate due.

Weeks 10 & 11: Last set of revisions

Week 12: Draft your author's note and reflection.

Week 13: Final version of project due.

End Product: A well written, carefully researched 12-20 page typed, double-spaced paper, that adheres to APA Style, and is written in size 12 font, Times New Roman, black ink, describing the main components of the research proposal including a descriptive title, an abstract, a research synthesis pertaining to the topic selected, and a detailed research method section, which delineates your research questions, study participants, data collection procedures, and data analyses. Other sections will include Discussion/Implications, and a Conclusion. See directions for required Appendices. **Specific information [with step-by-step guidance in developing ideas for and completing this project] will be provided at the appropriate times during the semester.**

Required: Documented visits (in-person or virtual) with the UT-Tyler Writing Center https://www.uttyler.edu/writingcenter/

APA Style: Your written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and, your written work should show consistent and correct use of American Psychological Association (APA) style guidelines http://libguides.uttyler.edu/content.php?pid=5001&sid=31080 and/or https://owl.english.purdue.edu/owl/resource/560/01/ for writing style, citations, and referencing. APA is the style used in the scholarship of the social sciences including that of education. Also, see APA Resources folder in Course Documents.

The UT-Tyler Writing Center: Visit the center's webpage for more information on the schedule: www.uttyler.edu/writingcenter. *(You do not have to be on campus to use the Writing Center – they can/will do it virtually with you!)* As a student of UT-Tyler, you are already paying for this excellent professional development service. This is not "remediation" – *this is what scholars and writers do*—they seek expert and peer consultation to improved themselves. I have to pay for this kind of assistance and I do with every article I submit for publication.

Evaluation: The criteria for evaluating the action research proposal will based on the degree to which each section is well thought-out, well researched, well developed, and well written including that APA style is adhered to throughout.

#6) LARP Narrated *Presentation* and Comments (5 points 5/5=100%)

Week 14:

Presentation over your LARP using presentation software.

#7) Program Portfolio Update Assignment --(5 points 5/5=100%)

Description: This course assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show how your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. The successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Masters in Education Reading program. In each course, including this one, you will (1) select your artifact from work accomplished this semester; (2) select a national standard and a state standard about which this artifact is evidence of your mastery; (3) write a paragraph-length specific description of the artifact you are using as evidence of having met an ILA/Texas standard; and (4) write a paragraph-length, rationale pointing to specific ways in which the creation of this artifact proves that you understand and meet the ILA/Texas standards that you selected.

You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will incorporate any feedback you received to improve your rationale and/or reflection, and that you will insert the artifact and your writing into your ongoing Wix portfolio.

G. Required Readings:
   Two Required Textbook to Purchase

Main Textbook—Get this recent edition, not an earlier version.

Efron, S. E., and Ravid, R. (2020). *Action research in education: a practical guide* (2nd ed). Guilford.

Second Textbook:

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. (paper)

This textbook has chapters that are required across the Masters in Reading program—typically one chapter per course.

➢ **Note about the purchase of books:** *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Articles (free): To complement our textbook chapters, you will read specific articles each week. In addition, you can expect videos to be assigned on a weekly basis. All these you will use as references in whole class, discussions. The schedule for readings will be in the Activities Calendar.

Professional literacy-focused journals include (but not limited to) the following:	
Reading & Writing Quarterly	*American Educational Research Journal*
Written Communication	*Journal of Adolescent and Adult Literacy*
Intervention in School and Clinic	*Journal of Learning Sciences*
Reading Improvement	*Journal of Educational Psychology*
Middle School Journal	*Journal of Learning Disabilities*
Educational Researcher	*Journal of Literacy Research*
Teaching and Teacher Education	*Language Arts*
Journal of Literacy Research	*Reading Research Quarterly*
Research in the Teaching of English	*Tapestry Journal*
English Education	*The Reading Teacher*
Anthropology and Education Quarterly	*Elementary School Journal*
Harvard Educational Review	*Equity and Excellence in Education*

BIBLIOGRAPHY

Burnaford, G., Fischer, J., & Hobson, D. (2001). *Teachers doing research: The power of action through inquiry.* Lawrence Erlbaum.

Cochran-Smith, M., Barnatt, J., Friedman, A., & Pine, G. (2009). Inquiry on inquiry. *Action in Teacher Education, 31*(2), 17–32.

Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/outside: Teacher research and knowledge.* Teachers College Press.

Hayik, R. (2016). What does this story say about females?: Challenging gender-biased texts in the English-language classroom. *Journal of Adolescent & Adult Literacy, 59*(4), 409–419. doi: 10.1002/jaal.468

Hubbard, R. S. & Power, B. M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*, (2nd ed.). Heinemann.

Johnson, A. P. (2008). *A short guide to action research,* (3rd ed.). Allyn & Bacon.

Lysaker, J. & Thompson, B. (2013). Teacher research as a practical tool for learning to teach. *Language Arts, 90*(3), 181-191.

Mills, G. E. (2011). *Action research: A guide for the teacher researcher,* (4th ed.). Pearson.

Ortiz, A. (et al.) (2014). Teacher research on boys' literacy in one elementary school. *Voices of Practitioners, 9*(1), 1-19.

Rainville, K. N. & Enriquez, G. (2016). Researching and reshaping literacy learning: Three urban k-6 teachers' ongoing transformations through everyday action research. *Networks: An Online Journal for Teacher Research, 18(*1), 1-14.

H. Course Policies

Internet; email; Canvas

Everything *Canvas***: http://www.uttyler.edu/canvas/**

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

Technology Troubles?

Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in plain text is not acceptable, while Times New Roman in Microsoft Word is acceptable.
The university has deep discounts available to students for software packages All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

Bookmark UT-Tyler's Information Technology (IT) page https://www.uttyler.edu/it/

From here, https://www.uttyler.edu/it/ on the left margin, click on "Campus Computing Services". Then, on the left margin, click on "Campus Computing Purchases". The last item on the drop-down menu is "Discount Software". Explore this page – and for Microsoft software, click on the Microsoft icon at the top of the page.
Go here to explore MS Office packages that are very deeply discounted for students
https://store.hied.com/products/Microsoft/Office

When you post something to a Discussion Forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

PDF is the most stable of the formatting options; however, MS Word will work for uploading some assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_LARP; or Consalvo_Short Bio_meet & greet). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, ==it is important that you establish immediately **regular and reliable access to printing and scanning services**== whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.

To do this you may have to:
1) format each individual page;
2) print it out; and/or
3) scan it in to make a single pdf out of the whole document.

This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. The design of your work is an important factor in its readability.

APA Citation help:

Correct attribution of work that someone else did is expected of an educated person.
In this class**, *as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association.

The OWL at Purdue: The Online Writing Lab at Purdue University is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
- The OWL at Purdue http://owl.english.purdue.edu/owl/section/2/10/
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler http://libguides.uttyler.edu/citations

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus's Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.
Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office. ==**Students are responsible for all work despite any missed modules/classes.**==

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is "A" quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

UNIVERSITY POLICIES (Sp. 2022)

==In Canvas, see "University Policies and Information" page in the module titled: *UT Tyler Syllabus Module Spring 2022.*== In the module you **also** will find the =="Student Resources"== page with information about services that the university provides for all students.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Spring 2023---READ 5308—100% Online **<u>Tentative</u> Schedule of Due Dates and Activities**

		Timing of modules: All weekly modules will be up by Monday at 5pm of the corresponding week. **Due Dates:** All assignments, unless otherwise noted, are due by Sunday night at 11:59pm of the week in which they are listed here.	

		Final Version of Weekly Assignments: in Module: The final version of this course's activities and assignments will be in each week's Module folder.	
# Week	**Spring 2023 Date(s)**		Notes:
Week 1 Class #1 Classes begin UT-Tyler for Spring 2023 on Monday January 9	Monday 1/9- Sunday 1/15 at 11:59pm	TOPIC(S): *Course Overview: What you should expect to gain from this course, and what you need to do to successfully complete its requirements Lecture: Assignment: Cultural Autobiography (ILA 4.2) READ: 1)Pine (2009) Ch. 11 "Conducting teacher action research" (pp. 234-262) 2) Hatch (2008) "Teacher research: Questions for teacher educators" (pp. 1-5 all) LEARNING ACTIVITIES: See module for Week 1 specifics "E-Learning Activities" DUE: Discussion forum "Week 1: Teacher research: who does it and why is it important?" Post and comment on two classmates' posts (see directions). DUE: Component for Cultural Autobiography	
HOLIDAY Mon. 1/16		**Martin Luther King, Jr. Day. (no classes)**	
Week 2 Class #2	Tuesday 1/17 – Sunday 1/22 at 11:59pm	TOPIC(S): * What does teacher research or action research look like? Lecture: Assignment: IRB and RCR certificates (due end Wk9) READ: * Efron & Ravid (2020), Ch. 1 "Introduction to Action Research" (pp. 1-15). *2Article(s) 1_Lysaker, J. & Thompson, B. (2013). Teacher research as a practical took for learning to teach. *Language Arts, 90*(3), 181-191. 2_Escamilla, M. I. (2004). Introducing one teacher's research: A dialogue with the shadows. *Voices of Practitioners* [sample article]. NAEYC.ORG, 1-5. LEARNING ACTIVITIES: DUE: Component for Cultural Autobiography DUE: Discussion: "Wk2: What is action research and what does it look like? Post and comment on two classmates' posts (see directions). E-Learning activities specifics: see Module for Week 2	
Week 3	Monday	TOPIC(S):	

Class #3	1/23 Sunday 1/29 at 11:59pm	*What does research-based literacy instruction mean? Lecture: Assignment: Introduction to LARP- Literacy Action Research Project READ: *Chapter 2, Efron & Ravid (2020), "Choosing and learning about your research topic' (pp. 16-43) *1 Article(s) Delucchio et al. (2014) **and/or** Check & Schutt (2012) LEARNING ACTIVITIES: DUE: Component for Cultural Autobiography DUE: Component for LARP DUE: Discussion: "Wk3: Action research process, Post and comment on two classmates' posts (see directions). E-Learning activities specifics: see Module for Week 3	
Week 4 Class #4	Monday 1/30 Sunday 2/5 at 11:59pm	TOPIC(S): *Strategies for identifying, and conducting library research on specific literacy topics, issues, or questions READ: Review last week's chapter: *Chapter 2, Efron & Ravid (2020), "Choosing and learning about your research topic' (pp. 16-43) LEARNING ACTIVITIES: **DUE: Cultural Autobiography** DUE: Component for LARP DUE: Poll (portion of Poll & Post assignment) ILA7.1 *POLL: Based on your most recent teaching experience, what are your top 3 literacy-related challenges related to your students' overall literacy development? (Star the top challenge.)* E-Learning activities specifics: see Module for Week 4	
Week 5 Class 5	Monday 2/6– Sunday 2/12 at 11:59pm	TOPIC(S): *Conducting research with human subjects in school settings READ: *Chapter 3, Efron & Ravid (2020), "Approaches to action research" (pp. 44-60) LEARNING ACTIVITIES: DUE: Components for LARP DUE: Post portion of (Poll & Post) ILA7.1 *POST: Find ONE research article about your top challenge from last week's poll. What does it address: Suggest? Leave out?*	
Week 6 Class #6	Monday	TOPIC(S):	

	2/13 – Sunday 2/19 at 11:59pm	*Developing a research plan to engage in action research in clinical and classroom settings: Focus on data analysis and report writing READ: *Chapter 4, Efron & Ravid (2020), "Developing a plan of action" (pp. 61-89) LEARNING ACTIVITIES: DUE: LARP (3 articles on your own)	
Week 7 Class #7	Monday 2/20 – Sunday 2/26 at 11:59pm	TOPIC(S): *Strategies for using research insights to inform literacy assessment and instruction in your classroom READ: *Chapter 5, Efron & Ravid (2020), "Data collection tools" (pp. 90-136) LEARNING ACTIVITIES: DUE: LARP (3 articles on your own) E-Learning activities specifics: see Module for Week 7	
Week 8 Class #8	Monday 2/27– Sunday 3/5 at 11:59pm	TOPIC(S): Writing your Discussion and Implications section. *Tips for distinguishing among and critically reading research, policy, and practice documents READ: *Chapter 6, Efron & Ravid (2020), "Using data assessment in action research" (pp. 137-165). LEARNING ACTIVITIES: DUE: LARP (3 articles on your own)	
Week 9 Class #9	Monday 3/6 – Sunday 3/12 at 11:59pm	TOPIC(S): *Developing a research plan to engage in action research in clinical and classroom settings: Focus on research methodology Literature Review, APA style, and your LARP beginning to take shape * Overview of APA guidelines READ: *Chapter 7, Efron & Ravid (2020), "Data analysis and interpretation" (pp. 166-224). LEARNING ACTIVITIES: DUE: LARP Components (3 articles on your own; and Method section drafted) **Ω DUE: IRB & RCR Training Certificates of Completion**	
		SPRING BREAK MARCH 13-17, 2023 –no classes	
Week 10	Monday		

Class #10	3/20 – Sunday 3/26 at 11:59pm	TOPIC(S): Strategies for getting your work published: The Review process Writing your Discussion and Implications section. READ: *Chapter 8, Efron & Ravid (2020), "Writing , implementing and sharing the research findings" (pp. 225-246). LEARNING ACTIVITIES: E-Learning activities specifics: see Module for Week 10	
	"W" deadline	**Last Day to Withdraw from Course: 3/23/23**	
Week 11 Class #11	Monday 3/27 – Sunday 4/2 at 11:59pm	TOPIC(S): *Standing on the shoulders of other scholars Lectures: Review of how to write a literature review READ *Gay (2018) *Culturally Responsive Teaching*, Chapter 6 "Cultural congruity in teaching and learning" pp. 202-248. LEARNING ACTIVITIES: <u>**LARP:**</u> Draft your Literature Review DUE: Practice Possibilities (Gay, 2018, p. 244-247)	
Week 12 Class #12	Monday 4/3 – Sunday 4/9 at 11:59pm	TOPIC: What is "advocacy" for literacy teachers/leaders? Lectures: Instructions for Advocacy Section *TBD Article(s) & view video(s) see Module for Week 12 LEARNING ACTIVITIES: <u>LARP Week 12:</u> (ILA 4.4) Develop and Draft Advocacy Section LARP: Revise literature review. E-Learning activities specifics: see Module for Week 12	
Week 13 Class #13	Monday 4/10 – Sunday 4/16 at 11:59pm	TOPIC(S): Reflection (role of the author note) . Lectures: Schon Instructions for Author note *TBD: Article(s) & view video(s) see Module for Week 13 LEARNING ACTIVITIES: LARP: Draft your author's note LARP: Copy-edit entire project, review directions, check it all. **Ω DUE: Literacy Action Research Project**	

Last **week** of classes: Week 14 Class #14	Monday 4/17 – Sunday 4/23 at 11:59pm	TOPIC(S): Presenting your work and viewing the work of others; **>Instructions for creating the presentation.** >**Instructions/:** Portfolio piece for READ 5308 READ:TBD LEARNING ACTIVITIES: Ω **DUE: LARP Presentations: Post**	
UT-Tyler "Study Day" 4/24 Finals Week 4/25-4/28		Ω **DUE: Portfolio piece Wed. 4/26** Ω **DUE: LARP Presentations: Comments 4/26**	
End of Term		***Commencement exercises for UT-Tyler depending on your program***	