

**Instructor: Zoa Bonofiglio**

**E-Mail Address: bonofig6@msu.edu**

**Questions & Appointments will be conducted via email & Skype or by appointment**

**Tentative Schedule begins on page 5. Please note that I will be checking in daily and will assess work/discussions on Mon/Wed/Fri. These will also be days that I check my email and respond. I will grade items that are due the evening they are due and provide feedback w/in 3 days. If items are turned in earlier, they will be commented on as appropriate.**

**NOTE: All students in sections 731 & 732 have been added to section 730, which is where all modules are located and participation should take place. There was only 1 person in each 731/732 making it impossible for collaboration.**

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### **Required Text**

All required readings are available for download from the course web site in the associated learning modules for each course module.

### **Materials**

- Angel participation is required!
- For questions about Angel and Angel functionality, please visit Angel help at 800-500-1554/517-355-2345 or visit <http://help.angel.msu.edu/?referer=https%3A%2F%2Fangel.msu.edu%2F>

### **Course Description**

This course is organized around five broad topical areas and associated literacy instruction and assessment practices:

(a) *Cultural and linguistic differences*: second language acquisition and characteristics of English Language Learners (ELLs), education programs for ELLs, English language proficiency screening, and reading and writing instruction for second language learners;

(b) *Individual motivation differences*: ways in which motivation affects student literacy learning, tactics for increasing motivation (e.g., goal setting, choice, learner-centered materials), tools for assessing motivational attributes (e.g., interest inventories);

(c) *Neuropsychological differences*: characteristics of students with language and learning problems, literacy instruction for students with language and learning problems; tools for screening language and learning limitations;

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(d) *Instructional arrangements to accommodate learning differences*: adaptations to the environment, materials, teaching strategies, task requirements, and learning tasks, including cooperative learning arrangements, peer-mediated instruction, strategy instruction, and responsiveness to intervention; and

(e) *Core components of effective literacy instruction*: phonological awareness for decoding and spelling, phonics and structural analysis for decoding and spelling, vocabulary knowledge, reading and writing fluency, reading comprehension and written expression, reading and writing connections, literacy across the disciplines.

### Course Objectives

#### The student will demonstrate knowledge of:

- the principles of instruction and remediation in reading and writing
- classroom assessment techniques for reading and writing
- materials and adaptations (accommodations/modifications) for reading and writing instruction

#### The student will demonstrate the ability to:

- critically evaluate materials, curricula, programs, and practices used in literacy instruction
- select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of learners from diverse cultural and linguistic backgrounds
- identify and discuss advanced literacy instruction practices

### Course Requirements

1. Read required core readings and selected extended learning readings as assigned.
2. Complete a biographical sketch to facilitate the formation of a learning community.
3. Participate in two live chats.
4. Participate in online discussions related to the learning modules (guidelines provided).
5. Complete a term project that includes student literacy assessment and action research (guidelines provided).

### Grading Policy

#### Assignments:

All written assignments should be typed and double-spaced. You should use the conventions described in the Publication Manual of the American Psychological Association (5th ed.) for all citations and formatting. Late assignments will be accepted, but the grade will be subject to

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being lowered by 10%. **However, special arrangements can be made if you talk to me prior to the due date.**

- 5% for biographical sketch
- 10% for live chat participation
- 35% for online discussion participation
- 50% for term project
- 5% extra credit

### Grading Policies:

You may contest a grade if you believe there was an error made in assigning the grade or in calculating the grade. However, a grade may not be contested simply because you believe you put forth ample effort deserving a higher grade (note the use of the word "performance" in the grading scale below--I have no way of gauging your purported effort) or you are unhappy with your grade. Of course, you are welcome to discuss with me the rationale for your grade if you are unclear about the feedback you were provided. The procedure for contesting a grade involves submitting the graded assignment with a written request for me to review the assignment; the request should identify specific points of clarification or disagreement that you also have marked in the assignment. In responding to your request, I will re-evaluate the assignment with your specific points in mind. This does not mean the grade will change. You should also make sure requests are done within 1 week after the assignment and grade have been returned to you.

- 4.0 A (outstanding performance); 90-100
- 3.5 B+ (good performance); 85-89
- 3.0 B (average performance); 80-84
- 2.5 C+ (fair performance); 75-79
- 2.0 C (minimally acceptable performance); 70-74
- 1.5 D+ (borderline performance); 65-69
- 1.0 D (poor performance); 60-64
- 0.0 F (unacceptable performance); 0-59

### Points to Adhere to for Success:

*Timing.* TE 846 is an online learning environment and much of the learning will take place through the educative spaces created in Discussion Boards and Online Chats. The collaborative learning in TE846 is most effective if everyone participates and participates in a staggered way so as to interact with peers (e.g., it's best if you interact with the Discussions by posting an initial reaction on Tuesday/Wednesday and then returning to reenter the discussion on Thursday, Friday, and/or Sunday). **TIMING IS IMPORTANT!** Concessions can be made due to special circumstances; however, students will gain the most from the course by consistent and timely participation. However, you must plan accordingly.

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*Special Accommodations.* Students who have a documented disability and wish to discuss academic accommodations should contact the instructor as soon as possible to explore alternative arrangements for completing assignments. Additional assistance is available through the Resource Center for Persons with Disabilities. The phone number is 517-353-9642/517-355-1293 (TTY).

*Academic Integrity.* Copying another person's spoken or written words or ideas (including those from websites and blogs) and presenting them as your own (e.g., not including citations) is plagiarism, academic dishonesty. You should be familiar with and follow MSU Student Regulation 1.0 in the MSU student Handbook.

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.
4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.
5. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.
6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

## Tentative Schedule

- **NOTE:** *The required discussions for all Modules should be substantive. Use intersections of theory and experiences to share the ways in which TE846 and your peers are challenging your understanding of teaching and learning. What new questions are being raised and how are they significant to you? How is the theory interacting with your experiences, and to what new insights? More than agreement or disagreement, share new evidence to support your claims and that will extend the discussion. Use citations when/where appropriate as stated previously.*
- **LIVE CHATS will be divided by Chat Teams (email forthcoming). You will be assigned a chat time frame according to teams and it is your responsibility to check into the chat at some point during that time frame for at least 15 minutes. These will always be in the evening and it is your responsibility to contact me to let me know if you need a new time that week due to other obligations/life.**
- **Extra Credit: Read supplemental material and write a brief reading summary. Please see the drop-box for details. You may write up to 5 of these summaries.**

### WEEK 1 – 5.16.11

- Read course introductory materials, including syllabus
- Familiarize yourself with the course content, including discussion boards, resources, modules, and the **final project** (you will need to pick your chosen student(s) this week so be very familiar w/project this week).
- Write and post bio sketch by 5.21.2011
  - Read classmates bio sketches in order to learn about the other members of our learning community. Use this information to choose whose posts you will focus on over the course of our time together. You do not have to read all 25+ posts each week. Instead, pick 3-4 people who match your interests and teaching situation. Focus on reading and commenting on their posts. Then, try to read one new person each week so you can see how somebody in a different teaching situation is thinking about our readings.
- Read core PPT & READINGS for Module 1 [Policy & Standards](#)
  - Post at least one original reaction to the PPT and readings to the Discussion forum before 5.23.11
  - Post at least two reactions to peer posts in the Discussion Forum before 5.23
- **TERM PROJECT CHECK-IN:** (a) identify one or two students for your project and (b) submit a paragraph with information and a rationale for your chosen student(s) – **Due by 5.23.11**

### WEEK 2 – 5.23.11

- Read core PPT & READINGS for Module 2 [Characteristics of Diverse Literacy Learners](#)

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- Post at least one original reaction to the PPT and readings to the Discussion forum before 5.30.11
- Post at least two reactions to peer posts in the Discussion Forum by 5.30.11

### WEEK 3 – 5.30.11

- Read core PPT & READINGS for Module 3 & 4 [Adaptations for Struggling Literacy Learners](#) & [Adaptations for English Language Learners in Regular Classrooms](#)
  - Post one original reaction to the PPT(s) and readings for each module to the Discussion forum before 6.6.11
  - Post at least two reactions to peer posts in the Discussion Forum by 6.6.11
    - You will need to ensure you are responding to discussions about both modules.
- **TERM PROJECT CHECK-IN:** You should be beginning to look ahead and make sure you are outlining your term project ideas/plans. Due dates are final due dates. You are encouraged to work ahead and use time judiciously according to your busy schedule. All drop-boxes are up and you can turn check-in activities in earlier for feedback.

**June 2 CHAT 1 THIS WEEK. The live chat will cover topics through adaptations.**

- **Chat Group A – 7-8**
- **Chat Group B – 8-9**

### WEEK 4 – 6.6.11

- Read core readings and PPT for module 5 [Vocabulary Instruction & Assessment](#) & 6 [Word-Level Reading Instruction & Assessment](#) (same process as week 3)
  - Post at least one original reaction to the PPT and readings to the Discussion forum before 6.13.11
  - Post at least two reactions to peer posts in the Discussion Forum by 6.13.11

**TERM PROJECT CHECK-IN:** (a) choose significant topic, (b) choose pre- and post-assessments, and (c) submit a brief description of assessments and rationale for them –  
**Due by 6.10.11**

### WEEK 5 – 6.13.11

- Read core readings and PPT for module 7 [Fluency Instruction & Assessment](#) & 8 [Comprehension Instruction & Assessment](#) (same process as week 3)
  - Post at least one original reaction to the PPT and readings to the Discussion forum before 6.20.11
  - Post at least two reactions to peer posts in the Discussion Forum by 6.20.11

**TERM PROJECT CHECK-IN:** If you want me to review lesson plans they **must be submitted to me by 06-17-11.**

**TERM PROJECT CHECK-IN: Submit a paragraph explaining project progress to date: Due 6-20-11**

- **June 16 LIVE CHAT 2. The live chat will cover topics through fluency.**
  - **Chat Group B – 7-8**
  - **Chat Group A – 8-9**

**WEEK 6 – 6.20.11**

- Read core PPT & READINGS for Module 9 [Written Composition Instruction & Assessment](#)  
Post at least one original reaction to the PPT and readings to the Discussion forum before 6.27.11
  - Post at least two reactions to peer posts in the Discussion Forum by 6.27.11

**WEEK 7 (Finals) – 6.27.11**

- Final project results discussion forum. Share in the forum your results. What insights were gained? What new questions emerged? What are the implications from the results?

**TERM PROJECT FINAL DOCUMENT: Due 6.30.11 by 5pm**