

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: REEL 09-26-13a

Proposal Title: Adding a Concentration in Literacy to the M.Ed. in Elementary Education Program

Originating Department: Department of Reading and Elementary Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10/18/13	10/21/13	10/21/13	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Dr. Janice Hinson
11/26/13	Revised & Resubmitted	11/26/13	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Dr. Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Not Applicable
			Approved	<u>COLLEGE DEAN</u> [print name here:] Dr. Ellen McIntyre
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
12/3/13	1-14-14	2-10-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Kelly Anderson, Chair of the College of Education Graduate Curriculum Committee

From: Michael Putman, Department of Reading and Elementary Education

Date: 10/8/13

Re: Adding a Concentration in Literacy to the M.Ed. in Elementary Education Program

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

I. HEADING AND PROPOSAL NUMBER

A. HEADING.

University of North Carolina at Charlotte

Revised Graduate

Course and Curriculum Proposal from: Department of Reading and Elementary Education

B. PROPOSAL NUMBER.

REEL 09-26-13a

C. TITLE.

Adding a Concentration in Literacy to the M.Ed. in Elementary Education Program

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

The Department of Reading and Elementary Education (REEL) proposes to establish a new concentration in Literacy within the Master of Education (M.Ed.) in Elementary Education program. The concentration in Literacy will utilize previously established courses taught within the Master of Education in Reading Education program, which is also housed in REEL.

The proposed concentration will be intended for graduate students enrolled in the M.Ed. in Elementary Education program. Students enrolled in the program must already complete a concentration, choosing among Academically and Intellectually Gifted, Elementary Mathematics, Education in Instructional Systems Technology, Special Education, and Teaching English as a Second Language (TESL), and the new concentration will provide an additional option for students. The concentration will include fifteen credit hours, which is consistent with the concentration in Elementary Mathematics, and would include courses that are currently included in the M.Ed. in Reading Education program.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The M.Ed. in Elementary Education has been designed for experienced educators who teach in the state of North Carolina and wish to become instructional leaders, advanced practitioners, and global educators. The program seeks to create graduates who will possess comprehensive pedagogical and conceptual knowledge that can be applied to effectively address all facets of teaching in the elementary education classroom. As part of the program revisions that occurred in 2010, faculty and candidates indicated the addition of concentrations with a second licensure emphasis would be an attractive and competitive option for the M.Ed. program. These secondary areas of emphasis areas also provided specialized preparation in fields that were needed in elementary schools. School personnel directors indicated that teachers with multiple licenses provide principals with greater staffing flexibility. Candidates felt that concentrations leading to additional licensure would be beneficial when seeking opportunities for employment or advancement.

Within the program revisions that occurred in 2010, literacy was not among the concentrations. However, recruitment efforts to various school districts in the area have revealed teachers would be interested in a concentration in literacy. In a survey conducted by the M.Ed. program coordinator, over 60% of the participants (n = 83) indicated a preference for this concentration. In addition, research has identified the capacity to read as a foundational skill for future learning, both in and out of school. As a result, by adding this concentration, we would be fulfilling our mission of helping our candidates develop comprehensive pedagogical and conceptual knowledge as well as producing educators better equipped to positively impact their students' reading proficiency.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Prerequisites for entry into the Literacy concentration

- Admission to a M.Ed. in Elementary Education program

Prerequisites/Corequisites for courses

- READ 6204 requires completion of READ 6100, READ 6252, and READ 6265.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

READ 6100, READ 6204, READ 6250, READ 6252, and READ 6265 are 6000 level graduate courses already offered within the

Department of Reading and Elementary Education. They are consistent with other offerings in the department for students who are enrolled in the M.Ed. in Elementary Education program.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Currently there are no pathways for developing expertise in reading/literacy at the graduate level for elementary education teachers who do not wish to pursue and M.Ed. in Reading Education. Offering a concentration in literacy will provide our candidates with an opportunity to expand the breadth of their knowledge of reading instructional methods, while simultaneously expanding their knowledge of elementary education. Additionally, these candidates will expand their expertise in literacy in areas such as assessment, curriculum, and instruction. In return, our candidates will be better equipped to positively impact their students' reading proficiency. We also believe, based on our survey data, that such a program has a high likelihood of attracting new candidates to the program.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This concentration has not been previously included in the M.Ed. program, although all courses are currently taught with the M.Ed. in Reading Education program. No new courses will be added as a result of adding the concentration.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The concentration will serve graduate students who are enrolled in the M. Ed. in Elementary Education program. The program coordinator for the M.Ed. program will be responsible for identifying students who are eligible to complete the courses associated with the concentration.

2. What effect will this proposal have on existing courses and curricula?
a. When and how often will added course(s) be taught?

Per the Graduate Catalog and M.Ed. in Reading Program Coordinator, these courses have been and will continue to be offered in the following semesters:

READ 6100 – Fall semesters

READ 6204 – Spring semesters

READ 6250 – Fall semesters

READ 6252 - Spring and summer semesters

READ 6265 – Fall and summer semesters

- b. How will the content and/or frequency of offering of other courses be affected?

The proposed concentration will not affect the content or frequency of other courses associated with the program.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

It is anticipated that the concentration will enroll 10-12 students each academic year.

- d. How will enrollment in other courses be affected? How did you determine this?

Candidates in the M.Ed. program follow a prescribed sequence of courses (see <https://distanceed.uncc.edu/programs/master-education-elementary-education>), which already includes provisions for completion of courses in their concentrations. The proposed Literacy concentration will not impact the enrollment in other courses in the M.Ed. in Elementary Education program as the READ courses will be completed during the semesters allotted to the concentration courses.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

No areas of the catalog copy would be affected beyond modifications to the existing description of the M.Ed. in

Elementary Education program, which is included as part of this proposal.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

Currently there are eleven faculty members in the Department of Reading and Elementary Education who can adequately support offering the concentration. Dr. Jennifer Hathaway, Dr. Crystal Glover, Dr. Brian Kissel, Dr. Adriana Medina, Dr. Maryann Mraz, Dr. Paola Pilonieta, Dr. Michael Putman, Dr. Bob Rickelman, Dr. Bruce Taylor, Dr. Jean Vintinner, and Dr. Karen Wood, would be qualified to teach classes associated with the Literacy concentration.

- B. PHYSICAL FACILITY.** Is adequate space available for this course?

The proposed concentration would be delivered via distance education, thus it does not require existing space existing on campus to support it.

- C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

Special equipment or supplies beyond what is already in place for the program are unnecessary for offering the classes associated with the concentration (see attached course outlines).

- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No special computers or software are necessary for the concentration.

- E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No special audio-visual equipment is necessary for the Literacy concentration.

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

Minimal resources for publicizing the new concentration and recruiting students will be needed. Information will primarily be disseminated electronically, e.g. updating websites describing the M.Ed. in Elementary Education. Any associated costs will be absorbed by the department.

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No additional funding or resources are required.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

See attached letters from Judy Walker, Education/Psychology reference librarian.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Dr. Putman met with the Dr. Adriana Medina, coordinator for the M.Ed. in Reading program on Sept. 5, 2013. Dr. Putman provided a synopsis of the literacy concentration and the impact on the faculty as well as the M.Ed. in Reading program. See attached email of approval from Dr. Medina.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

During the Spring Semester in 2013, Dr. Putman initiated discussions with Dr. Karen Wood, Program Coordinator for the M.Ed. in Reading Education program, concerning the development of a concentration in literacy. Dr. Putman shared the information from surveys with Dr. Wood, who concurred that this was both an area of interest and need for educators. Subsequently, these conversations continued during the summer of 2013 with new program coordinator, Dr. Adrian Medina. Dr. Putman and Dr. Medina agreed that the ongoing changes in the educational climate in North Carolina necessitated curricular changes in the M.Ed. program that would make it more attractive to educators, potentially offsetting reductions in enrollment that will likely result from the removal of a pay increase for advanced degrees. The proposal for the

concentration was approved by the Department of Reading and Elementary Education on September 26, 2013.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.

Attach are letters/emails from:

1. Judy Walker, Librarian
2. Dr. Adriana Medina, Program Coordinator, M.Ed. in Reading Education

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

Course syllabi are attached for READ 6100, READ 6204, READ 6252, READ 6250, and READ 6265.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added).

- a. For a new course or revisions to an existing course, check all the statements that apply:

____ This course will be cross listed with another course.

____ There are prerequisites for this course.

____ There are corequisites for this course.

____ This course is repeatable for credit.

____ This course will increase/decrease the number of credits hours currently offered by its program.

____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

See attached Proposed Catalog Copy, which reflects changes based upon the formatting guidelines above.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

Not applicable.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

Not applicable.

5. STUDENT LEARNING OUTCOMES: Does this course or curricular change require a change in SLOs or assessment for the degree program?

No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes.

These options are an important consideration and when feasible will be adopted.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Attachment – Consultation

Documentation of Support, Judy Walker, Education/Psychology Librarian



UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: Michael Putman, Asst. Professor, Dept. of Reading & Elem. Ed.

From: Judy Walker, Education/Psychology Librarian

Date: October 3, 2013

Subject: Adding a Concentration in Literacy to the M.Ed. in Elementary Education Program

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker

Date: October 3, 2013

Please Check One:

Holdings are superior

Holdings are adequate X

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

Comments:

Because these courses are already on the books, the library has sufficient resources to support the courses included in this concentration.

A handwritten signature in cursive script that reads "Judy Walker".

Evaluator's Signature

October 3, 2013

Date

Documentation of Support, Coordinator, M.Ed. in Reading Education

RE: Literacy concentration

Friday, September 27, 2013
11:14 AM

Subject	RE: Literacy concentration
From	Medina, Adriana
To	Putman, Michael
Sent	Monday, September 23, 2013 11:44 PM

Dr. Putman,
As the graduate reading coordinator, I support your proposal for the addition of a literacy concentration to the M.Ed. in Elementary Education.
Thank you for allowing me to review your proposal and provide input.
Sincerely,
Adriana L Medina

Adriana L Medina, PhD | Associate Professor of Reading Education
Director of the Reading Program | Coordinator
Department of Reading and Elementary Education
3201 University City Boulevard | Charlotte, NC 28223
Phone: 704-687-8893 | Fax: 704-687-3749
Adriana.L.Medina@uncc.edu | www.education.uncc.edu/adriana.html

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8896. Thank you.

From: Putman, Michael
Sent: Friday, September 20, 2013 2:20 PM
To: Medina, Adriana
Subject: Literacy concentration

Hi Adriana. I think I have everything ready to go for the concentration proposal, pending the vote and Judy Walker's letter from the library. That said, could you write a brief (paragraph or so) letter of support?

Thanks! Have a good weekend.
Mike

S. Michael Putman, Ph.D. | Associate Professor, Coordinator - M.Ed. in Elementary Education
Department of Reading and Elementary Education
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8893 | Fax: 704-687-3749
Michael.Putman@uncc.edu | <http://education.uncc.edu/REEL>

Attachment – Course Outlines



**Course Outlines for the Master's Degree of Education in Elementary
Education: Literacy Concentration**

READ 6100: Current Issues and Practices in Literacy Education (3)

READ 6204: Teaching Reading to English Language Learners (3)

READ 6250: Emergent and Elementary Literacy (3)

READ 6252: K-12 Writing Development and Instruction (3)

READ 6265: Multi-literacies in a Global World: Reading and Writing Texts in
New Times (3)



1. COURSE NUMBER AND TITLE

READ 6100 - Current Issues and Practices in K-12 Literacy

2. COURSE DESCRIPTION

Current Issues and Practices in K-12 Literacy. (3G). Theories, research and culturally responsive instructional methods associated with diverse populations; models of reading, and the role of the K-12 literacy specialist; overviews of educational technology, assessment, multicultural literacy, and key literacy concepts.

3. COURSE PREREQUISITES/CO-REQUISITES: None

4. COURSE OBJECTIVES

Conceptual Framework Alignment

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies noted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The following objectives will not only enhance the participants' conceptual knowledge, but will also help them become more strategic and evaluative in their learning and teaching processes. Upon the completion of the course, the successful student will be able to do the following:

1. Describe the components of the reading act and define the reading process (Link the stages and phases of literacy development to current K-12 methodologies and instruction.)
2. Be aware of and describe varied perspectives on current issues in literacy education.
3. State research-based, theory-based, and experientially based reasons for taking a particular point of view on a variety of current issues in literacy education.
4. Identify salient differences among learners, such as learning styles, linguistic backgrounds, intellectual abilities, and socio-cultural values and expectations regarding literacy for which to develop varied patterns of instruction
5. Use current research findings to examine ways to integrate literacy instruction to students' lives outside the classroom and across the K-12 curriculum.
6. Evaluate school literacy programs based on a variety of criteria about effective literacy instruction.
7. Analyze similarities and differences in beliefs and approaches to teaching and those representing "state-of-the-art" and or controversial issues in literacy instruction.
8. Relate new knowledge to parents, colleagues, administrators and other professionals. Design and conduct action research relating course content, professional reading, and classroom practice
9. Demonstrate an understanding of the characteristics and learning styles of diverse cultural groups and other special needs learners and develop techniques to meet their learning needs).

5. INSTRUCTIONAL METHODS

This course is an examination of the research, theory and practices that are currently receiving attention in the professional literature in reading education. It is intended to provide a rich and comprehensive foundation for the courses to follow. Some issues in literacy will be examined, through in-depth study and others through initial exploration to promote awareness and interest. In our online format, we will seek to use a variety of activities, including lecture and discussion, demonstrations, simulations, power point presentations, individual and small group work. We will meet face to face for the first class and then each month we will have a scheduled Wimba session to take place during our class meeting times. Be sure you are familiar with all aspects of online teaching and learning before beginning this class.

6. MEANS OF STUDENT EVALUATION

Course Notebook and eNotebook (15%)

Maintain a notebook (both printed and/or electronic) of class handouts, articles and other materials organized according to the topics for discussion section of this syllabus. This list of topics should be the first entry in your notebook as it serves as a "Table of Contents" to enable easy access to these materials for your later use.

Article/Strategy Sharing with Connections to Common Core Standards (25%)

As a literacy specialist, you will be asked to locate resources for your teachers on varied topics and share the strategies with them. As you know classroom teachers have little time to read journals and find the some of the best resources to answer questions they may have about meeting the needs of their students. For this assignment, you will need to locate articles related to issues discussed in class from *The Reading Teacher*, *Journal of Adolescent and Adult Literacy* or some of the other resources listed in the Knowledge of Resources section on the syllabus. For these assignments, you will be asked to put the information in "in-service format" using the headings in your *Literacy Strategies* text. The reason is that merely handing an article to a teacher can be overwhelming and yet another "thing to do." Your job is to make the content in the article more readable and usable by reducing it to no more than a 1 page back to back handout. Also included in this strategy sharing assignment is the connection to the Common Core Standards, so your headings should be:

Bibliographic Information (authors, title, journal, date, etc. APA)

Brief Rationale

Connection to Standards (which common core standards does this strategy support?) Intended for (grade levels, subject areas, diversity needs, etc)

Procedures (in readable, step by step format)

Sample Lesson (this can be taken from the original article)

Coaching/Mentoring Classroom Application Project (30%)

For this assignment, you will be the coach and mentor to another teacher by developing and designing a strategy to be implemented in their classroom. These strategies can come from *Guiding Readers through Text: Strategy Guides in New Times* (Wood, Lapp, Flood & Taylor, 2008 excerpts available on moodle), *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, class demonstrations and/or the *Literacy Strategies* book. Turn in the actual strategy, examples of student work and most importantly a discussion of the **impact** these strategies have had on the students and the teacher with whom you have worked.

Final Exam (30%)

The final exam on the text as well as selected chapter and outside readings will require that you review all of the content and concepts discussed in the course.

7. SPECIFIC POLICIES THAT APPLY TO THE COURSE

Policy on Attendance/Tardiness/Participation/Grading

Attendance and Student Behavior Policy: As this is an online course, your course participation includes, but is not limited to completing course assignments on time, participating in collaborative activities, responding to classmates' discussion board posts.

Common Grading Scale (REEL Department):

100-93 = A

92-85 = B

84-78 = C

77-BELOW = U

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

SPECIFIC POLICIES THAT APPLY TO THE COURSE:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice]

Classroom expectations

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Student Behavior Policy (cell phones, laptops, etc.)

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

This online course will not be impacted by inclement weather.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

- UNC Charlotte Code of Student Academic Integrity.** <http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

- College of Education Diversity Commitment.** http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

- College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

- Religious Accommodations**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3credit course requires 3 hours of classroom or direct faculty instruction and 6hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

8. PROBABLE TEXTBOOKS

Morrow, L. M. Gambrell, L. B & . (2011) *Best practices in literacy instruction*, 4th edition. New York: Guilford Press.

Wood, K. D. & Taylor, D. B. (2006) *Literacy strategies across the subject areas*, 2nd edition. Boston, MA: Allyn & Bacon.

9. TOPICAL OUTLINE OF COURSE CONTENT

I. Introduction to Literacy Education

Resources available in K-12 literacy
Findings of the National Reading Panel
Five Pillars of Effective Reading
Best practices in literacy instruction

II. Research, Theory and Practice and the New Literacies

Constructivism and the Schema-theoretic view: The role of prior knowledge in comprehension:
Reaction Guides
KWL Plus
Research-based elements of effective comprehension:
The socio-cultural, constructivist approach to literacy: The Vygotskian Perspective
Research on collaborative learning: Group Retellings and other strategies
Critical Literacy vs. Critical Reading: What current research suggests
New Literacies and Effective Use of Technology

III. Early Literacy Experiences

Emergent Literacy vs. Reading Readiness
Phonemic awareness/phonics
Research on developing fluency in reading
Alternative approaches to oral reading

IV. Evidence-based Best Practices for Literacy Teaching and Learning for Diverse Learners and all Ability Levels,
Part A

- Comprehension: The importance of “teaching” not just “assigning”
- Gradual release model of instruction/direct instruction
- Research on effective questioning techniques
- Integrating writing across the curriculum
- Communal writing
- Research on discussion approaches
- Reciprocal teaching (Palinscar & Brown, 1984; Pilonieta & Medina, 2009)
- “Collaborative Literacy” (Wood, Roser, Martinez, 2002)
- Book Clubs, Literature Circles
- Research on perspective, point of view, role-playing

V. Evidence-based Best Practices for Literacy Teaching and Learning for Diverse Learners and All Ability Levels,
Part B

- Research on teaching vocabulary
- Strategies for teaching and pre-teaching vocabulary
- P.E.A.R. Instructional Format (Harmon & Wood, in press)
- Preview in context
- VLP Approach (Wood & Robinson in Harmon, Wood & Hedrick, 2006)
- Personal vocabulary collection
- Semantic feature analysis

VI. Achieving Best Practices for All: The Role of the Literacy Specialist

- Elements of the ideal middle/secondary literacy program (Wood & Harmon, in preparation)
- Coaching for best practices (Bean & Morewood, 2007)



1. COURSE NUMBER AND TITLE

READ 6204 – Teaching Reading to English Language Learner

2. COURSE DESCRIPTION

The purpose of this course is to prepare reading professionals theoretically and practically to teach English language learners and help them acquire literacy in English.

3. COURSE PREREQUISITES/CO-REQUISITES: Completion of READ 6100, READ 6252, and READ 6265.

4. COURSE OBJECTIVES

Conceptual Framework Alignment

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies noted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The following objectives reflect the TESOL Standards Domains, NCATE, North Carolina Department of Instruction Core Standards for all Teachers (NCDPI) & ACEI Standards. Upon the completion of the course, the successful student will be able to do the following:

- Language: Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments in and out of the classroom that support ESOL students' language and literacy development and content area achievement.
- Culture: Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.
- Planning, Implementing, and Managing: Know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
- Assessment: Understand issues of assessment and use standards-based assessment measures with ESOL students.
- Differentiate "learning to read" and "reading to learn." (IRA 1; DPI 1.2)
- Understand strengths and weaknesses of formal and informal assessment techniques for evaluating English Language Learners (ELL).
- Discuss policy issues as they relate to minorities and English Language Learners
- Utilize diverse texts. (IRA 4; DPI 2.2, 3.1, 3.2)
- Recognize the importance of prior knowledge in reading, writing, and learning. (IRA 1; DPI 1.3, 2.1, 3.1, 5.3)
- Recognize the importance of language and vocabulary knowledge in teaching ELLs. (IRA 1; DPI 1.3, 2.1, 2.2)
- Understand how to apply teaching strategies in the core areas of reading to assist English Language Learners. (IRA 1 & 2; DPI 2.1, 2.2)
- Recognize the interrelationships between reading and writing specifically in relation to ELLs. (IRA 1; DPI 1.3)
- Reinforce the pursuit and enjoyment of lifelong reading for all students. (IRA 5; DPI 3.3)
- Understand the unique needs of exceptional students, including culturally and linguistically diverse (CLD) readers. (IRA 4; DPI 3.3, 3.4, 3.5)
- Identify and integrate technological resources into a content area classroom. (DPI 2.1)
- Design literacy interventions and programs that are effective in individual classrooms as well as at the team and school level. (DPI 4.1, 4.2, 4.3, 4.6)

5. INSTRUCTIONAL METHODS

1. Lectures
2. Small group discussion
3. Cooperative Learning
4. Guest Presenters
5. Discussion
6. Technology

6. MEANS OF STUDENT EVALUATION

Class attendance and participation (5%)

Class attendance is required (see UNCC catalog p. 27). All students, as professional educators, are expected to be present from the beginning of class until dismissal. You are expected to be actively involved in all class sessions. Punctual, regular attendance and class participation are integral parts of the evaluation process. Thus, tardiness, absences, and/or failure to participate in class activities will result in an unsatisfactory participation evaluation. Five points will be deducted from your attendance points for each tardy or early departure. Ten points will be deducted from your attendance for each absence. No make-ups will be scheduled for presentations, assignments, or projects on days absent. All grades will be calculated on work completed by the end of the semester.

Literacy Professional Resource Toolkit (30%)

The Literacy Resource Toolkit for READ 6204 provides literacy and reading professionals an opportunity to gather tools (instructional strategies, resources, and ideas) that support reading and writing for English Language Learners. This assignment brings together both practical instructional tools for educators who may work as teachers, literacy facilitators, or reading coaches for elementary, intermediate, and secondary teachers and students with the theoretical foundation for why those tools may support teaching and learning. Essentially, the Literacy Resource Toolkit is a structured portfolio with strategies and resources for helping students and teachers in a particular subject area or with a specific topic with the kinds of literate tasks they encounter in schools. We will use the metaphor of the toolbox or toolkit to gather strategies and instructional support for literacy, text selection, and technology. You will be contributing the information to a socially constructed class wiki and/or a personal podcast (audio or video).

Course Chronicle (25%)

Throughout the course, you will be keeping a notebook where you will chronicle your thoughts on the chapters and articles read and topics presented and discussed in class. More often than not, the method of response will be suggested, but on occasion, you will be able to respond through any mode of written expression. You will be asked to share the contents of your notebook with others in the class and with the professor. Your entries will often be used as the basis for our discussions. Occasionally, the notebook may be collected and read. The entire Course Chronicle will be turned in on the assigned date for evaluation and graded for completion.

Case Study (35%)

You will need to identify an English Language Learner who is culturally and linguistically different from you. After obtaining parental permission, you will interview the child, parent, and teacher. You will also conduct formal research regarding the child's culture and language. You will ask the child to use a camera to take pictures of his/her environment. Together you will work with the child to write an identity text – a text that represents and celebrates the child's life and culture. The text can be written in English and in the child's home language. The text can take any form that you wish. Throughout the creation of the text, you will incorporate mini lessons on topics as you foresee them or impromptu as teachable moments arise. You will keep a log of your sessions as well as reflection on those sessions. You and the child can present the identity text to other students in the child's class. At the end, you will write a reflection of this experience. Consider how this activity challenged your preconceptions of this culturally and linguistically diverse student (CLD) and what you have learned as an individual and a teacher. In particular, consider if you can identify at which stage the child is in regard to racial/ethnic identity and stages of cultural adjustment/acculturation. Also, reflect upon your level of multicultural awareness. Submit your case study in the form of a written report. The report will cover the following sections: you will include the information you gained from conducting formal research regarding the child's culture and language, you will list the lessons, activities, and/or strategies you taught the child, and you will include your reflection. You will also present the identity text. In the presentation of the identity text, you will offer some background information regarding the child's culture and language, the lessons you taught in the process of creating the identity text, and the identity text itself. If you would like, you may share what you learned about yourself.

Final Exam (5%)

7. SPECIFIC POLICIES THAT APPLY TO THE COURSE

Policy on Attendance/Tardiness/Participation/Grading

Attendance and Student Behavior Policy: As this is an online course, your course participation includes, but is not limited to completing course assignments on time, participating in collaborative activities, responding to classmates' discussion board posts.

Common Grading Scale (REEL Department):

100-93 = A
92-85 = B
84-78 = C
77-BELOW = U

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

SPECIFIC POLICIES THAT APPLY TO THE COURSE:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice]

Classroom expectations

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Student Behavior Policy (cell phones, laptops, etc.)

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

This online course will not be impacted by inclement weather.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Diversity Commitment.
http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that

multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3credit course requires 3 hours of classroom or direct faculty instruction and 6hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

8. PROBABLE TEXTBOOKS

Peregoy, S. F., and Boyle, O. F. (2008) *Reading, writing, and learning in ESL*. Boston: Pearson.

Herrell, A. L., & Jordan, M. (2008). *50 strategies for teaching English Language Learners*. (3rd ed.) New Jersey: Pearson.

9. TOPICAL OUTLINE OF COURSE CONTENT

<u>Week</u>	<u>Topic</u>	<u>Readings</u>	
1	Introductions (to each other and to the course)	Dam (Hindsight ELL)	
2	ELL Research Overview	August & Shanahan (Language-Minority) Fitzgerald (ELL Reading Instruction) Dryden-Peterson (book review)	
3	ELL in School	Peregoy & Boyle: Chapter 1 Klingner Abedi Slimani-Rolls MacDonald et al	
4	Second Language Acquisition (SLA)	Peregoy & Boyle: Chapter 2 Samway & McKeon Spada & Lightbown Sheen	Bigelow & Tarone Hiebert & Bravo Long (Theory) Volk
5	Oral Language Development and SLA	Peregoy & Boyle: Chapter 4 Herrell & Jordan: Section I Collier (3) McLaughlin Pease-Alvarez &	Hakuta Cummins Maez & Gonzalez McLaughlin Ramirez Thomas & Collier Kauffman
6	Classroom Practices	Peregoy & Boyle: Chapter 3 Herrell & Jordan: Section II Bello et al	Li & Nes Ahwee et al Pilonieta & Medina
7	Emergent Literacy	Peregoy & Boyle: Chapter 5 Herrell & Jordan: Section III Rance-Roney Lenters	Hill Sturtevant Chun Alford Lara & Moore
8	Emergent Literacy (8continued)	Abedi Badger & White Vandergrift (2) Cotterall & Cohen	Smythe & Neufeld Cotterall Boatright

		Ellis et al	Drucker Eldredge
9	Vocabulary Development	Peregoy & Boyle: Chapter 6 Herrell & Jordan: Section IV	Carlo et al Jimenez et al Rodriguez Townsend
10	Writing	Peregoy & Boyle: Chapter 7 Herrell & Jordan: Section V	Ivanic Genessee et al Michaels
11	Literacy Instruction and Assessment	Peregoy & Boyle: Chapter 8 & 11	Echevarria et al Nilsson Garcia et al
12	Content Area Literacy	Peregoy & Boyle: Chapter 9 & 10	Carlo



1. COURSE NUMBER AND TITLE

READ 6250 - Emergent and Elementary Literacy

2. COURSE DESCRIPTION

Critical reading and use of the literature in literacy education, examination of literacy content taught at the emergent and elementary levels, multiple models and approaches for teaching and assessing learning in literacy development.

3. COURSE PREREQUISITES/CO-REQUISITES: None

4. COURSE OBJECTIVES

Conceptual Framework Alignment

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies noted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the North Carolina standards for teachers, school executives, and counselors. North Carolina Standards for Graduate Teacher

Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

Upon completion of the course, the successful student will be able to do the following:

- Describe the components of the reading process.
- Link the phases and emergent and elementary literacy development to methodologies and instruction.
- Demonstrate an understanding of the interrelationship between reading, writing, listening, and speaking.
- Explain the research-base behind instructional strategies for teaching early literacy components such as phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Discuss theories and research pertaining to literacy acquisition.
- Use current research findings to examine ways to integrate literacy instruction to students' lives outside the classroom and across the curriculum.
- Relate to parents and professionals experiences prerequisite to reading success.
- Demonstrate an understanding of the characteristics and learning styles of diverse cultural groups and other special needs learners and develop techniques to meet their learning needs.
- Work cooperatively and collaboratively with other professionals in planning classroom and school wide programs to meet the needs of a diverse population of learners
- Serve as a resource in the area of literacy education for teachers, administrators, and the community.
- Provide leadership in literacy instruction through mentoring or staff development.

5. INSTRUCTIONAL METHODS

The course utilizes both seminar and hybrid methods. Face-to-face seminar sessions include a blend of lecture and collaborative discussion designed to guide students toward the linking of theory to practice. Hybrid sessions include threaded discussion of issues as well as reflections on the implementation of strategies with both emergent/elementary learners and with teaching colleagues.

6. MEANS OF STUDENT EVALUATION

Overview of Course Requirements

Investigation: Emergent Literacy Classrooms (20 pts; 12.5%)

Read assigned chapters for this week (Cunningham, chapters 1 and 12; Strickland, chapter 1, 2). **Reflect** on the content of these chapters (i.e. “classrooms that work,” elements of effective early literacy classrooms, the use of literacy texts and materials with emergent readers.) **Observe** an emergent literacy classroom (grades pre-k – 2) or, if you are unable to observe a classroom, interview a teacher who teaches students at one or more of these grade levels. **Compare and contrast** the theoretical assertions in the chapters with your observations of a classroom, or with a teacher’s description of it. (You may include your own experiences with pre-k -2 literacy learning in this project, but should also be sure to seek the perspective of a teacher other than yourself.) **Consider recommendations** that you might suggest in order to move instructional practices toward the research-based ideals described in the chapters. **Write** a 3-4 page paper that captures your reflections and compares/contrasts your observations or interviews with the ideals described in the chapters.

Moodle Forum #1 - Instructional Application: Phonemic Awareness/Phonics (20pts; 12.5%)

Select a phonemic awareness or phonics strategy from the chapters you have read in Rasinski & Padak for this module. **Develop** an instruction lesson based on that strategy. **Implement** your lesson with a student or group of students. **Evaluate** the strategy application based upon your observations, student responses, or student work-products related to the lesson. **Your initial Moodle post** should include the following: **Summary of your strategy implementation** (i.e. rationale, activities, timeline, student characteristics, setting). **Impact** of your strategy i.e. use objective descriptions of students’ behavior or work products to support the effectiveness of your strategy implementation. **Your reflection** (i.e. What worked, what didn’t, what surprised you, what changes might you make next time) In other words, **discuss your experiences with this strategy application in Moodle forum #1**. Be sure to refer to information in the text that helps to support the points that you make in your discussion contributions.

Respond to the posts/strategy applications of at least 3 other students.

Moodle Forum #2 - Instructional Application: Word Study (20 pts; 12.5%)

Select a vocabulary development strategy from assigned chapters in the Rasinski & Padak text. **Develop** an instruction lesson based on that strategy. **Implement** your lesson with a student or group of students.

Evaluate the strategy application based upon your observations, student response, or student products related to the lesson. **Your initial Moodle post** should include the following: **Summary of your strategy implementation** (i.e. rationale, activities, timeline, student characteristics, setting). **Impact** of your strategy; use objective descriptions of students' behavior or work products to support the effectiveness or your strategy implementation. **Your reflection** (i.e. What worked, what didn't, what surprised you, what changes might you make next time) **Submit your paper to the course professor. Discuss your experiences with this strategy application in Moodle Forum #2.** Be sure to refer to information in your text that helps to support to the points that you make in your discussion contributions.

Respond to the posts/strategy applications of at least 3 other students.

Moodle Forum #3 - Threaded Discussion – Creating Independent Readers/Home Literacy (20 pts; 12.5%)

See general threaded discussion guidelines above. Specific “talking points” for this discuss will be provided in class prior to the start of Moodle Forum #3.

Teacher to Teacher: Professional Development Resource Project (20 pts; 12.5%)

Working independently or with one or two other classmates, select an instructional strategy that aligns with one of the following course topics:

- phonemic awareness/phonics
- fluency
- word study
- comprehension

Your strategy (or strategies) should be selected from the chapters you have read in Padak & Rasinski or Cunningham. Have your strategy selection approved by the course professor. Then, **explain** and **demonstrate** the use of your selected strategy to your classmates. Approach this project as if you were presenting your strategy to a group of teachers at a workshop, staff meeting, or as part of an in-service program. Your audience should be actively involved in implementing the strategy. As part of your demonstration, prepare and distribute a 1-2 page handout which includes the following information:

- a description of the strategy
- the rationale for its use
- a procedural description of the lesson
- materials required for implementation of the strategy
- suggested methods for evaluating the effectiveness of the strategy
- full bibliographic information

Issues Exploration (60 points; 38.5%)

Select a relevant emergent/elementary issues topic from the list provided below. If you have a different topic that you would like to explore, you may do so with the approval of the course professor. **Explore** professional literature, such as profession books, chapters, and journals (e.g. *Journal of Literacy Research*, *Journal of Reading Behavior*, *Language Arts*, *Literacy Research and Instruction*, *Reading Research Quarterly*, *Reading Teacher*) related to your topic. Select 6-8 substantive pieces of literature from these types of sources. **Summarize** the findings of each source. If working in a team, **collaborate** with course colleagues to synthesize and discuss your findings. Each team member should contribute different resources to the effort, so be sure to communicate with your team members throughout the module as you search for and discover sources so that overlap of sources can be avoided. **Develop and organize (with your team, if applicable)** an on-line synthesis of these findings. **Present** your findings to the class in the

form of an informal presentation. Be sure to include questions and talking points that will invite responses, reflections, and connections to professional experiences among members of the group.

Each individual group member should submit a synthesis (his or her resources, including a reference page with full bibliographic information (APA style) to the course professor. (5-6 pages, plus cover page and reference page)

Grades for each Moodle forum contributions will be based on the totality of your participation in and contributions to the discussion. The rubric that will guide the scoring of forum contributions is as follows:

18-20	<ul style="list-style-type: none">• Entries provide a clear, concise, and comprehensive reaction to each discussion prompt, assigned reading, and/or strategy implementation• Entries contain appropriate detail• Entries provide evidence of deep reflection• The student reads all entries and throughout the threaded focus, and offers thoughtful, relevant responses to the numerous posts of classmates
14-17	<ul style="list-style-type: none">• Entries provide an incomplete reaction OR a less than exemplary response to prompts, assigned reading, and/or strategy implementation• Entries offer some, but limited, detail• Entries provide evidence of “moderate” reflection• The student reads most entries within the thread, and offers thoughtful, relevant responses to some posts
< 14	<ul style="list-style-type: none">• Entries provide little or superficial reflection to discussion prompts, assigned reading, and/or strategy implementation• Entries provide very little detail or depth of thinking• Entries are often off topic• The student reads few of the entries within the thread, and offers minimal response to the posts of classmates.

Grading Scale

A = 93 – 100%

B = 85% - 92%

C = 77% - 84%

U = below 77%

7. SPECIFIC POLICIES THAT APPLY TO THE COURSE

Policy on Attendance/Tardiness/Participation/Grading

Attendance and Student Behavior Policy: As this is an online course, your course participation includes, but is not limited to completing course assignments on time, participating in collaborative activities, responding to classmates’ discussion board posts.

Common Grading Scale (REEL Department):

100-93 = A

92-85 = B

84-78 = C

77-BELOW = U

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

SPECIFIC POLICIES THAT APPLY TO THE COURSE:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice]

Classroom expectations

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Student Behavior Policy (cell phones, laptops, etc.)

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

This online course will not be impacted by inclement weather.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in

order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3credit course requires 3 hours of classroom or direct faculty instruction and 6hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

8. PROBABLE TEXTBOOKS

Cunningham, P. M., & Allington, R. L. (2011). *Classrooms that work: They can all read and write*. Boston: Pearson.

9. TOPICAL OUTLINE OF COURSE CONTENT

Topics

Emergent Literacy
Independent investigations of emergent literacy classrooms
Phonemic awareness and phonics
Word Study
Fluency
Writing development/Writing across the curriculum
Assessment/Differentiating instruction
Literacy coaching



1. COURSE NUMBER AND TITLE

READ 6252 – K-12 Writing Development and Instruction

2. COURSE DESCRIPTION

Theories, research, and critical issues related to students' writing development and effective writing instruction.

3. COURSE PREREQUISITES/CO-REQUISITES: None

4. COURSE OBJECTIVES

The purpose of this course to prepare elementary, middle, and high school English teachers with theoretical and practical tools to teach literacy to their learners. In this course we will examine our own literacy histories and use that background knowledge to guide current pedagogical decisions. Teachers will then examine the literacy processes writers use as they engage in writing acts. First, teachers will develop knowledge from their own personal experience of writing in this course. Then, teachers will examine how such processes develop with younger learners. This course aims specifically to empower teachers with practical teaching tools that they can use in their own classrooms.

Incorporating both NCPTS and NCATE standards, this course is both reading and writing intensive. To be effective teachers of reading and writing, participants must be engaged in these processes themselves. Participants will use writing as a mode of communication, reading response, reflection, personal expression, and evaluation. Participants will then use this experience to create learning experiences for their students that involve using literacy to communicate, response, reflect, express, and evaluate. This connects to other courses in the READ program—students learn that literacy involves both reading and writing processes.

Conceptual Framework Alignment

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies noted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

Upon completion of the course, the candidate will be able to:

- Understand and articulate current theories and philosophies of writing processes and the teaching of writing for K-12 students. (IRA 1; DPI 1.1, 1.3, 5.3)
- Develop and apply different modes of writing instruction to meet the needs of diverse learners (IRA 2; DPI 2.1, 2.2)
- Model and share use of reading and writing for real purposes in daily life and motivate students to become lifelong writers (DPI 4.3, 4.4)
- Develop multiple appropriate assessments to evaluate student writing and modify instruction (IRA 3; DPI 3.1, 3.3, 3.4).
- Integrate technology as tool for writing. (IRA 2; DPI 2.1)
- Recognize the interrelationships between reading and writing. (IRA 1; DPI 1.3)
- Develop instructional approaches to writing that foster engagement and build from students' interests. (IRA 2; DPI 4.1)
- Integrate writing with the reading of multiple genres and categories of texts including, but not limited to, books, picture books, periodicals, technology-based information and non-print material (IRA 4; DPI 4.2)
- Understand the unique needs of exceptional students, including culturally and linguistically diverse readers. (IRA 4; DPI 3.3, 3.4, 3.5)
- Design literacy interventions and writing programs that are effective in individual classrooms (for example, as teachers) as well as at the team and school level (for example, as literacy coordinators). (IRA 5; DPI 4.1, 4.2, 4.3, 4.6, 5.2)
- Utilize trade books, picture books, and other diverse texts across the curriculum. (IRA 4; DPI 2.2, 3.1, 3.2)
- Recognize the importance of vocabulary knowledge in teaching students to learn (IRA 1; DPI 1.3, 2.1, 3.1, 5.3)
- Identify and integrate technological resources into a content area classroom (DPI 2.1)

5. INSTRUCTIONAL METHODS

A variety of methods and strategies will be used to help students accomplish the above objectives including:

- Lectures
- Interactive reading and writing exercises
- Writing mini-lessons
- Threaded Forum discussions
- Reading responses
- Writing groups
- Socratic Seminars
- Book Clubs

These methods will be delivered in a hybrid-format incorporating both face-to-face and online experiences.

6. MEANS OF STUDENT EVALUATION

These following assessment methods will be utilized for evaluation:

Professional Behavior and Attendance (30%)

It is essential to attend and participate in each class. Participation and attendance is a critical component of learning in this classroom. Attendance includes coming to each class **on time** and staying the **entire class period**. Excused absences will only include severe illness, death in the family, or personal crisis. If you have to miss a class because of these circumstances you must inform me **prior to class** via email or phone call. **After two missed absences, I lower your final grade by 10 points for each missed class.** Attendance will be taken by collecting an exit slip at the end of each class. You must experience the ENTIRE class in order for your participation points to count.

Personal Writing: Multigenre Project (20%)

The purpose of the published book is to provide you with an opportunity to experience your own writing process. For this assignment you will write, illustrate, and publish a project based on a theme of your life. It is critical that this book is *meaningful, has a purpose, and is intended for a specific audience*. As teachers of writing, it is important that we have experience writing ourselves. Creating this project provides personal insight into what it is like to be a writer and will strengthen your ability to teach writing to your students.

Professional Writing: Teacher Inquiry Project (30%)

For this assignment, you will ask yourself a question (you can choose one above or create your own question) that you will attempt to answer throughout the semester. For several weeks, you will write a one-page reflection that you will upload to our class wiki and share with a small group. Over time, you will create your own wiki page that gives tips, suggestions, and resources for other teachers. Your wiki page should contain (at the minimum) some of the following:

- 1.) **Overview of Topic:** Introduce your question(s). Give background information about why you chose this particular question to explore.
- 2.) **Findings** (one pagers): Go through your one-pagers and find 2-3 major themes that emerged from your question. On your wiki, summarize these findings for the audience using artifacts (transcripts of conversations, photo-copied pieces of writing, photos, field notes, etc.) to support your themes.
- 3.) **Tips and Suggestions:** What tips/suggestions can you give teachers who may be incorporating this topic into their classrooms?

Resources: Please include a section of videos, lesson plans, and webpages that would be useful for teachers.

Reflective Writing: Final Portfolio/Presentation (30%)

Throughout the semester you will create a digital portfolio of your writing. I ask that you include a **minimum of 5 portfolio pieces**. You will take photos or scans of these 5 pieces and upload them to your Weebly site. Then, you will add a reflective description explaining why you chose that particular piece. The reflective description should somehow explain what this shows about you as a writer and why you chose to include it in your final portfolio. It should be at least 2-3 paragraphs in length. These pieces can be plans, drafts, revisions, edits, or published pieces.

7. SPECIFIC POLICIES THAT APPLY TO THE COURSE

Policy on Attendance/Tardiness/Participation/Grading

Attendance and Student Behavior Policy: As this is an online course, your course participation includes, but is not limited to completing course assignments on time, participating in collaborative activities, responding to classmates' discussion board posts.

Common Grading Scale (REEL Department):

100-93 = A

92-85 = B

84-78 = C

77-BELOW = U

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

SPECIFIC POLICIES THAT APPLY TO THE COURSE:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice]

Classroom expectations

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Student Behavior Policy (cell phones, laptops, etc.)

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

This online course will not be impacted by inclement weather.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in

order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3credit course requires 3 hours of classroom or direct faculty instruction and 6hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

8. PROBABLE TEXTBOOKS

Johnson, J. (2014). Global issues, local arguments: Readings for Writing. Upper Saddle River, NJ: Pearson.

9. TOPICAL OUTLINE OF COURSE CONTENT

Topic	Class Exercises
Building Community	<ul style="list-style-type: none"> • Write into the Day • I Am What I Am • Get to Know Each other • Daybooks • Syllabus • Exit Slips
Time, Space, and Examining our Past Literacy Experiences	<ul style="list-style-type: none"> • Write into the Day • Small Group Discussion: Readings • Exploring our Past: Writing Timeline • Why Write? • Writing Essentials • Writer’s Workshop • Goal Setting • Exit Slips
Goal Setting New Literacies	<ul style="list-style-type: none"> • Write into the Day • Explore the New Literacies • Set up our own Weebly Websites • Explore Wikis • Writing Workshop: Creating a Digital Movie • Setting Goals for our Writing Projects • Exit Slips
Processes for Writing: Planning & Drafting	<ul style="list-style-type: none"> • Write into the Day • Small Group Response: Readings • Writing Workshop: Making Plans for our Writing • Writing Groups • Writing Workshop: Starting Drafts for our Writing • Exit Slips
Processes for Writing: Revising	<ul style="list-style-type: none"> • Write into the Day • Small Group Response: Readings • Writing Workshop: Start Revisions for our Writing • Writing Groups • Book Club: Juvenile Fiction • Exit Slips
Processes for Writing: Editing & Publishing	<ul style="list-style-type: none"> • Write into the Day • Small Group Response: Readings • Socratic Seminar • Writing Workshop: Start Edits for our Writing • Writing Groups • Exit Slips

Topic	Class Exercises
Across the Grades: Spelling, Grammar, and Writing Dev.	<ul style="list-style-type: none"> ● What Does Spelling Look Like across the Grades? ● What Does Grammar Look Like Across the Grades? ● Exit Slips
Teacher's Role: Responding to Writers	<ul style="list-style-type: none"> ● Write into the Day ● Small Group Response: Readings ● Jacob ● Fish Bowl: Conferences ● Partners: Conference Practice ● Writing Workshop ● Exit Slips
Inquiry-Based Genre Study	<ul style="list-style-type: none"> ● Write into the Day ● Small Group Response: Readings ● Book Club Meeting ● Genre Study: What is it? ● Genre Study: Memoirs ● Exit Slips
Responding to Reading via Writing	<ul style="list-style-type: none"> ● Socratic Seminars ● Dialectic Journals ● Gallery Walk ● Sketch-to-Stretch ● Responding using different genres
Teacher's Role: Evaluation Self-Evaluation Portfolios and Goal Setting	<ul style="list-style-type: none"> ● Writing into the Day ● Small Group Reading Response ● How Do We Respond via Grading? ● Socratic Seminar ● Revisit Goals and Beliefs ● Exit Slips
Learning by Doing and Teacher Inquiry Presentations	<ul style="list-style-type: none"> ● Writing into the Day ● Writing Workshop ● Exit Slips
Multigenre Book Share	<ul style="list-style-type: none"> ● Writing into the Day ● Writing Group Share ● Gallery Walk ● Socratic Seminar ● Exit Slips

Topic	Class Exercises
What We've Learned	<ul style="list-style-type: none">• Writing into the Day• Socratic Seminar• Revisit Goals and Beliefs• Exit Slips



1. COURSE NUMBER AND TITLE

READ 6265 - Multiliteracies in a Global World: Reading & Writing Texts in New Times

2. COURSE DESCRIPTION

Multiliteracies takes literacy beyond a focus on traditional print-based literacy to multiple-forms of knowing, including print, images, video, and combinations of forms in digital contexts. This course immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students.

3. COURSE PREREQUISITES/CO-REQUISITES: None

4. COURSE OBJECTIVES

Conceptual Framework Alignment

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies noted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C3: Leadership
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

North Carolina Standards for Graduate Teacher Candidates (2009): 1) Teacher leadership, 2) Respectful educational environments, 3) Content and curriculum expertise, 4) Student learning, 5) Reflection

Upon completion of the course, the candidate will be able to:

- Understand and articulate a theory and pedagogy of multiliteracies within different subject areas to K-12 students.
- Articulate a theory of multiliteracies that takes into account multiple ways of knowing and incorporates multiple textual formats including digital texts.
- Read and understand seminal scholarship surrounding multiliteracies including the work of the New London Group, Don Leu, Allan Luke, and James Paul Gee.
- Create instructional approaches that anticipate, accept, and incorporate a theory of multiliteracies. These will include a primary focus on digital and new information and communications technologies (ICTs).
- Understand how globalization and information communication technologies have created a more globally connected world.
- Become competent in the use of ICTs including but not limited to digital video and photography, blogging, web design, social networking, wikis, and podcasting.
- Work with K-12 students and teachers locally, nationally, and internationally to create and enact instruction that incorporates ICTs in meaningful, engaging, and educative ways, and incorporate service learning and civic engagement into this instruction.

5. INSTRUCTIONAL METHODS

This course includes discussions of readings as well as hands-on immersion in digital technologies that have potential relevance to teaching and learning. The instructor will facilitate online and face-to-face discussions of readings and will model the use of digital technologies for students. Additionally, students will engage in inquiry-based learning exploring other technologies and their application to teaching and learning.

This course integrates service learning as a pedagogic tool. Service, social justice and civic engagement are necessary ideals in a post-industrial, globally connected world. To accept that we are multiliterate is to accept that we are literate for a reason that must have meaning in our own lives. In this course, students will share their talents with K-12 learners and/or their teachers by collaborating on a service project that incorporates literacy with issues that matter to the K-12 learners, their teachers, families and community. Both groups of students—UNC Charlotte and K-12 learners/teachers—will employ diverse texts and technologies to make a difference their lives, community and world. Students will use digital technology to reflect on their service experiences.

6. MEANS OF STUDENT EVALUATION

Evaluation will include instructor evaluation of student work products and discussions of texts and topics as well as some peer and self-evaluation. Grades will be assigned to four specific areas:

Pedagogy (The Multiliteracies Instructional Project) (25%)

READ 6265 students will seek to develop a pedagogy (or pedagogies) of multiliteracies. Students working in small groups will create an instructional project that integrates multiple literacies including digital technologies to be taught at some level of the K-12 spectrum. Grading of this assignment will be collaborative and include self, peer and instructor evaluation.

Praxis (The Multiliteracies Digital Portfolio) (25%)

READ 6265 and EDCI 8265 students will read, write, learn and represent both a theoretical foundation and pedagogy of multiliteracies in a digital portfolio format that they will create and share on the Web. This portfolio will include students' reflections, understandings and representations about what multiliteracies is and means, pedagogic possibilities and examples, and student work.

Service (Instructional Service Project) (30%)

Service, social justice and civic engagement are necessary ideals in a post-industrial, globally connected world. To accept that we are multiliterate is to accept that we are literate for a reason that must have meaning in our own lives. In this course, students will share their talents with K-12 learners and/or their teachers by collaborating on a service project that incorporates literacy with issues that matter to the K-12 learners, their teachers, families and community. Both groups of students—UNC Charlotte and K-12 learners/teachers—will employ diverse texts and technologies to make a difference their lives, community and world. Students will use digital technology to reflect on their service experiences.

Participation Evaluation (20%)

Collaboration is at the heart of discussions and key assignments in this course and because of this participation is critical. Each student's participation will be assessed using a simple format that allows for self assessment and peer assessment by others who have worked in groups together. This will help assess participation and provide accountability for sharing responsibilities on group assignments. The participation evaluation will also take into account participation in weekly synchronous and asynchronous discussions as well as class attendance.

7. SPECIFIC POLICIES THAT APPLY TO THE COURSE

Policy on Attendance/Tardiness/Participation/Grading

Attendance and Student Behavior Policy: As this is an online course, your course participation includes, but is not limited to completing course assignments on time, participating in collaborative activities, responding to classmates' discussion board posts.

Common Grading Scale (REEL Department):

100-93 = A

92-85 = B

84-78 = C

77-BELOW = U

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

SPECIFIC POLICIES THAT APPLY TO THE COURSE:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice]

Classroom expectations

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Student Behavior Policy (cell phones, laptops, etc.)

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Inclement Weather Policy

This online course will not be impacted by inclement weather.

Policy on a Grade of Incomplete

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] College of Education Diversity Commitment.

http://education.uncc.edu/coe/diversity_statement.htm

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Course Evaluation

Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3credit course requires 3 hours of classroom or direct faculty instruction and 6hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

8. PROBABLE TEXTBOOKS

Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. San Francisco, CA: Jossey-Bass.

9. TOPICAL OUTLINE OF COURSE CONTENT

	Topic
--	-------

Week 1	What are the Multiliteracies?
Week 2	Literacy and Learning in a Shrinking World
Week 3	Researching our World
Week 4	Researching our World using Web 2.0 tools—practical applications
Week 5	Communicating within our World
Week 6	Communicating within our World using Web 2.0 tools—practical applications
Week 7	Collaborating within our World
Week 8	Collaborating within our World using Web 2.0 tools—practical applications
Week 9	Exploring within our World
Week 10	Exploring within our World using Web 2.0 tools—practical applications
Week 11	Creating our World
Week 12	Creating our World using Web 2.0 tools—practical applications
Week 13	Sharing within our World
Week 14	Sharing within our World using Web 2.0 tools—practical applications
Week 15	Reflecting on our Learning

Attachment – Proposed Catalog Copy

MASTER OF EDUCATION (M.ED.) IN ELEMENTARY EDUCATION

Description of Program

The M.Ed. in Elementary Education is designed for experienced teachers who wish to become instructional leaders, advanced practitioners, and global educators. Upon completion of the program, students will qualify for the North Carolina advanced Standard Professional II teaching license in Elementary Education.

1) Instructional Leader

This degree program enables graduates to develop leadership skills as well as specialized content knowledge to effectively impact elementary education. Graduates of this program will also be advocates for students' cultural and academic needs as well as advocates for effective and relevant educational practices and policies.

2) Advanced Practitioners

Completion of this degree program will enable graduates to acquire deep theoretical and content knowledge to become advanced practitioners in specific emphasis areas. Graduates will have the capacity to facilitate student learning through inquiry-based practices. Graduates will also possess knowledge and practice that will prepare them to enter Ph.D. programs throughout the country and world.

3) Global Educators

Graduates of this degree program will contribute to a rigorous and critical analysis of learning in their classroom, the school, and global society. The program enables graduates to promote an educational milieu that values culture, reflective practice, and multiple worldviews.

Program Goals

- Master teachers are self-directed and ethical in their personal and professional growth as educators.
- Master teachers are responsive to children's differences as influenced by development, exceptionalities, and diversity.
- Master teachers are well-grounded in the technology, content, and pedagogy of the elementary curriculum and emphasis area.
- Master teachers are effective in urban, rural, and suburban cultural contexts
- Master teachers are self-reflective, educational advocates, and educational researchers.
- Master teachers are collaborative and impactful educational leaders.
Master teachers are globally aware of the impact of local education.

General Requirements for Admission to the Graduate School

Please refer to the information found in The Graduate School section of this *Catalog*.

Additional Admission Requirements

- 1) Official transcripts of all previous academic work beyond high school with a minimum undergraduate GPA of 2.75
- 2) Completion of a Bachelors in Elementary Education from an approved program
- 3) Official reports of GRE or MAT examination
- 4) An essay describing statement of purpose for undertaking graduate study
- 5) Apply online: graduateschool.uncc.edu

Degree Requirements

The M.Ed. in Elementary Education is a 33-hour program. The Programs of Study include 18 hours of required courses and 11-15 hours of courses from one of the following concentrations: Academically or Intellectually Gifted, Elementary Mathematics, Instructional Systems Technology, [Literacy](#), Special Education, and Teaching English to Second Language Learners.

Core Courses (18 hours)

Phase I. Developing Perspectives (9 hours)

ELED 6200 Current Issues in Global and Urban Elementary Schools (3)
ELED 6201 Theories of Human Development and Learning in Cultural Contexts (3)
ELED 6202 Classroom Management and Leadership for Diverse Learners (3)

Phase II. Collaborative Inquiry (6 hours)

ELED 6203 Instructional Differentiation for 21st Century Learners (3)
RSCH 6101 Research Methods (3)

Phase III. Investigative Leadership (3 hours)

ELED 6303 Teacher Inquiry and Data Analysis in the Elementary Classroom (3)

Concentrations (11-15 hours)

Academically or Intellectually Gifted*

SPED 5211 Nature and Needs of Gifted Students (3)
SPED 6124 Methods of Instructing Gifted Students (3)
SPED 6161 Social and Emotional Needs of Gifted Students (3)
SPED 6224 Adapting Curriculum Material and Classroom Differentiation (3)

Elementary Mathematics*

ELED 6311 Number Systems and Operations: K-5 Mathematical Tasks (3)
ELED 6312 Geometry and Spatial Visualization: K-5 Assessment (3)
ELED 6313 Algebraic Reasoning: K-5 Discourse and Questioning (3)
ELED 6314 Rational Numbers and Operations: K-5 Learning Trajectories (3)
ELED 6315 Data Analysis and Measurement: K-5 Classroom Interactions (3)

Note: ELED 6316 (Mathematical Modeling: K-5 Leadership) must also be completed in order to earn the North Carolina Add-On License

Instructional Systems Technology (Technology Integration)*

EIST 6101 The Adult Learner (3)
EIST 6100 Readings in EIST (3)
EIST 6110 Instructional Design (3)
EIST 6135 Learning, Media, Resources, & Technology (3)

Literacy

READ 6100 Current Issues and Practices in Literacy Education (3)
READ 6252 K-12 Writing Development and Instruction (3)
READ 6265 Multi-literacies in a Global World: Reading and Writing Texts in New Times (3)
READ 6250 Emergent and Elementary Literacy (3)
READ 6204 Teaching Reading to English Language Learners (3)

Special Education

EDUC 6254 Individualizing Instruction for Diverse Learners (3)
SPED 6502 Advanced Classroom Management (3)
SPED 6503 Instructional Design in Special Education (3)
SPED 6690 Consultation and Collaboration (2)

Teaching English as a Second Language*

ENGL 6161 Introduction to Linguistics (3)
TESL 5104 Authentic Assessment (3)
TESL/FLED 5130 Second Language Methods (3)
TESL 6205 Second Language Acquisition in K-12 Settings (3)

Science, Technology, Engineering, and Mathematics (STEM)

ELED 6210: Current Issues in STEM Education (3)
ELED 6211: Integrating Engineering into the Elementary School Curriculum (3)
ELED 6212: Integrating Digital Learning and STEM with Elementary School Learners (3)

ELED 6213: Global Awareness in STEM Education (3)
ELED 6214: Designing and Developing STEM Curricula (3)
NOTE: PENDING APPROVAL

Elective (3 hours)

Elective may include any non-required course selected from a variety of course offerings designed to support concentration, additional research courses, and advanced knowledge in specific content.

**This concentration leads to the North Carolina Licensure if the student successfully completes all of the related licensure requirements.*

Admission to Candidacy

The Candidacy form supplied by the Graduate School must be received no later than the eighth instructional day of the semester in which completion of all degree requirements is expected.

Application for Degree

The Application for Degree/Graduation form supplied by the Graduate School must be received early in the last semester of your program.

Clinical Field Experiences

Students in the M.Ed. program participate in structured field experiences that require them to apply coursework in their classroom settings, analyze K-5 student learning, and reflect on their practice in the context of theories on teaching and learning. Students deepen their understanding of the knowledge, skills, and professional dispositions that foster student learning. These experiences broaden their ability to help all students learn, including children with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. These structured field experiences are designed to take place in multiple settings within the candidate's school community or districts, after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Capstone Requirements

The capstone experience for the M.Ed. will be fulfilled by successfully completing the Teacher Inquiry Project in the ELED 6303 course.

Advising

All students are assigned an advisor upon formal admission to the program. Students are required to attend the advising seminar at the start of each semester.

Assistantships

The Program typically has a limited number of graduate assistantships with salaries starting at \$8,000/academic year. Applications are available from the Department of Reading and Elementary Education.

Licensure

The master's (M.Ed.) program in Elementary Education is a K-6 instructional degree that leads to the "M" level teaching license.

Research Opportunities/Experiences

Faculty members in the Department of Elementary Education faculty are deeply committed to research in urban schools. As a result, candidates will have opportunities to become involved in classroom-based research.

Financial Aid/Financial Assistance

Information is available from the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). See education.uncc.edu/TEALR for details. Additional information is available from the Office of Student Financial Aid at finaid.uncc.edu.

Program Approval

All teacher education programs at UNC Charlotte are accredited by the National Council for Accreditation of Teacher Education. The M.Ed. in Elementary Education is awaiting approval by North Carolina State Board of Education.

Course Catalog Descriptions

COURSES IN READING, LANGUAGE, AND LITERACY (READ)

READ 6100. Current Issues and Practices in Literacy Education. (3). Cross-listed as EDCI 8140. Theories, research, and instructional methods associated with reading and language arts, preschool through high school; questions of effectiveness related to instructional approaches and materials; related topics such as multicultural literacy, the role of phonics, and assessment. *(Fall, On demand)*

READ 6204. Teaching Reading to English Language Learners. (3). Research, theory, and instructional practices related to the reading process and reading instruction for English Language Learners in K-12 classrooms; relationship between language development and reading; examination of instructional materials including literature, basal readers, and information texts; field-based application of course content. *(Spring, On demand)*

READ 6250. Emergent and Elementary Literacy. (3). Cross-listed as EDCI 8250. Prerequisite: Completion of Phase I (READ 6100, READ 6252, READ 6265). Critical reading and use of the literature in literacy education, examination of literacy content taught in the K-6 curriculum with an emphasis on pre-K and beginning reading instruction research, theory and practice, multiple models and approaches for teaching and assessing learning in literacy development, required action research project. *(Fall, On demand)*

READ 6252. K-12 Writing Development and Instruction. (3). Cross-listed as EDCI 8252. Theories, research, and critical issues related to students' writing development and effective writing instruction. Field experience required. *(Spring, On demand)*

READ 6265. Multiliteracies in a Global World: Reading and Writing Texts in New Times. (3). Cross-listed as EDCI 8265. Immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students. Focus goes beyond traditional print-based literacy to multiple forms of knowing, including print, images, video, combinations of forms in digital contexts, which are represented in inter-related and complex ways. *(Fall, Summer, On demand)*



UNC CHARLOTTE

Master of Education in Elementary Education
Department of Reading and Elementary Education
College of Education, UNC Charlotte

Name _____ ID _____

Phase I. Developing Perspectives.	
Requirements (9 hrs)	Planning & Documentation
ELED 6200: Current Issues in Global and Urban Elementary Schools (3) ELED 6201: Theories of Human Development and Learning in Cultural Contexts (3) ELED 6202 Classroom Management and Leadership for Diverse Learners (3)	<u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u> _____ _____ _____
Phase II. Collaborative Inquiry. Complete requirements of Phase II <i>before</i> Phase III.	
Requirements (6 hrs)	Planning & Documentation
RSCH 6101: Introduction to Educational Research (3) ELED 6203: Instructional Differentiation for 21st Century Learners (3)	<u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u> _____ _____
Phase III. Investigative Leadership. Complete requirements of Phases I and II <i>before</i> Phase III.	
Requirements (3 hrs)	Planning & Documentation
ELED 6303: Teacher Inquiry & Data Analysis in the Elementary Classroom (3)	<u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u> _____
Electives	
Requirements (3 hrs)	Planning & Documentation
Any non-required course in the Concentration can be taken as an elective, e.g. SPED 6241: Advanced Curriculum for Gifted Students (3). Note: Concentrations in Elementary Mathematics and Literacy require specific courses that fulfill the Elective requirement.	<u>Sem/Yr?</u> <u>Compd.</u> <u>Grade</u> _____

Concentrations																						
Requirements (11-15 hrs)	Planning & Documentation																					
Academically or Intellectually Gifted SPED 5211: Nature and Needs of Gifted Students (3) SPED 6124: Methods of Instructing Gifted Students (3) SPED 6161: Social and Emotional Needs of Gifted Students (3) SPED 6224: Adapting Curriculum Material and Classroom Differentiation (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				
Education in Instructional Systems Technology EIST 6101: The Adult Learner (3) EIST 6100: Readings in EIST (3) EIST 6110: Instructional Design (3) EIST 6135: Learning, Media, Research and Technology (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				
Special Education EDUC 6254: Individualizing Instruction for Diverse Learners (3) SPED 6503: Instructional Design in Special Education (3) SPED 6690: Consultation and Collaboration (3) SPED 6502: Advanced Classroom Management (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				
Teaching English as Second Language ENGL 6161: Introduction to Linguistics (3) TESL 5103: Second Language Methods (3) TESL 6205: Second Language Acquisition in K-12 Schools (3) TESL 5104: Authentic Assessment (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				
Literacy READ 6100: Current Issues and Practices in Literacy Education (3) READ 6252: K-12 Writing Development and Instruction (3) READ 6265: Multi-literacies in a Global World: Reading and Writing Texts in New Times (3) READ 6250: Emergent and Elementary Literacy (3) READ 6204: Teaching Reading to English Language Learners (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				
Elementary Mathematics ELED 6311: Number Systems & Operations: K-5 Mathematical Tasks (3) ELED 6312: Geometry & Spatial Visualization: K-5 Assessment (3) ELED 6313: Algebraic Reasoning: K-5 Discourse & Questioning (3) ELED 6314: Rational Numbers & Operations: K-5 Learning Trajectories (3) ELED 6315 Data Analysis and Measurement: K-5 Classroom Interactions (3)	<table border="1"> <thead> <tr> <th><u>Sem/Yr?</u></th> <th><u>Compd.</u></th> <th><u>Grade</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																		
<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>																				

Science, Technology, Engineering, and Mathematics (STEM)*	<u>Sem/Yr?</u>	<u>Compd.</u>	<u>Grade</u>
ELED 6210: Current Issues in STEM Education (3)			
ELED 6211: Integrating Engineering into the Elementary School Curriculum (3)			
ELED 6212: Integrating Digital Learning and STEM with Elementary School Learners (3)			
ELED 6213: Global Awareness in STEM Education (3)			
ELED 6214: Designing and Developing STEM Curricula (3)			

+NOTE: Science, Technology, Engineering, and Mathematics (STEM) concentration is pending approval.