Originating Course Information

Offering of Education: Teaching & Learning 7645: Issues and Research in Foreign Language Testing and Assessment
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Workshop
Term of Offering: Summer 2012 - Seven Week Summer Session
Level/Career: Graduate
Rationale for proposing this offering: Intensive summer workshop for students pursuing the TESOL endorsement as requested by the Columbus City Schools.
Description for this offering: This course introduces core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. Assessment of English language skills & ability is the focus. Aimed at students who are pursuing TESOL Endorsement.

Attachments

- CCS Testing Course Syllabus for Summer 2012.doc (Syllabus. Owner: Mercerhill,Jessica Leigh)
- 7645 Flex Form.docx (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by GSC 4/3/12 (by Mercerhill,Jessica Leigh on 04/04/2012 02:05 PM)

Workflow Information

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Flex Course Request Form

College: EHE  Course Bulletin Listing: EDUTL – Education Teaching and Learning

Course Number: EduTL 7645  Generic course or decimal subdivision: Y  Course Decimal: No

Level: Undergraduate _____ Graduate ___X__  Grade Option: Letter  Credit Hours: 3 semester

Proposed Effective Year: 2012  Proposed Effective Term: Summer 2012  Previous Terms of Offering: Summer 2011

Flexibly Scheduled / Off-Campus Information

Course Description: This course introduces core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. Assessment of English language skills and ability is the course focus. The course is aimed at students who are pursuing TESOL Endorsement. Testing/assessment as seen within a communicative language teaching (CLT) framework is emphasized. The course examines assessment of specific language domains and combinations of domains of language ability such as listening, speaking, reading, writing, grammar, and vocabulary. Students gain practical, hands-on experience in test development and the construction of classroom assessments.

25 word limit

Course offered less than term length: Y  Distribution of Class Time: 40 hours --one week intensive 8:30-30:30, plus one follow-up day (8:30-3:30) in August 2012 (e.g. 3 hrs/14 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online)  Section Size: 25  Date Range: June 4 through 8, plus August 2, 2012

Off-Campus Offering: Y  Off-Campus ZIP code: 43211  Off-Campus Location: Columbus Global Academy (Columbus City Schools)

Hours Out-of Class Preparation: _____  Total Class Meeting Hours: 45  Length of each Class: Full day (8:30 am to 3:30 pm) for 6 days

Advertised Course Title: Foreign and Second Language Testing

Faculty Name: Charles R. Hancock  Faculty Rank: Professor

Faculty Phone: 292-8047  Faculty E-mail: hancock.2@osu.edu

Secondary Instructor: Ms. Huili Hong (PhD student)  Desired Access: Co-instructor/Guest

SI Phone: 688-7499  SI E-mail: hong.257@buckeyemail.osu.edu

Academic Advising Opportunity: By appointment, before & after class, and via e-mail
Approved by the Graduate Studies Committee Chair: ___________________________ Date: ______________

Approved by the School Director: __________________________________________ Date: ______________
Foreign and Second Language Testing  
Summer Semester 2012 (June 4 through 8, 8:30 am to 3:00 pm daily, plus August 2)  
Columbus City Schools  
Outreach and Engagement Course for TESOL Endorsement Students  
Course will be offered at Columbus Global Academy in CCS (off campus)

Instructor Contact Information

**Instructor:** Dr. Charles R. Hancock  
**Phone:** (614) 292-8046  
**E-mail:** hancock.2@osu.edu  
**Office:** 211 Arps Hall  
**Office hours:** Will be arranged according to in-service teacher candidate schedules; by special appointment; and, via e-mail at any time.

Required Texts, Readings & Resources

*Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement*, Margo Gottlieb, Corwin Press, Inc., 2006  

- Plus occasional handouts and reading materials (announced in class)

- See also references and websites listed at the end of this syllabus.

Additional recommended textbooks (non-required)  

5. **KEY websites**: ESL/ELL websites such as TESOL (Teaching English to Speakers of Other Languages) [www.tesol.org](http://www.tesol.org); NCELA (National Clearinghouse for English Language Acquisition), [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu); Northwest Regional Educational Laboratory (NWREL) Comprehensive Center, Region X [www.nwrel.org](http://www.nwrel.org); and other web sites
Materials & Supplies

Please obtain the following materials to aid you in completion of testing course assignments:

- Notebook to keep class notes & reflections.
- Folder or binder to keep collected class materials and artifacts
- Colored pencils, highlighter and 3x5 index cards for test item development
- Access to various teacher and testing websites on the Internet

Course Description

This course introduces students to core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment. The emphasis is on the assessment of English language skills and ability; however, the course content and activities may also apply other second languages. The course is aimed at two primary audiences: those who are pursuing the MA degree in Foreign & Second Language Education and those who are pursuing TESOL Endorsement. Testing/assessment as seen within a communicative language teaching (CLT) framework is emphasized. In addition to reviewing fundamental aspects of testing & assessment, the course examines the assessment of specific domains and combinations of domains of language ability such as listening, speaking, reading, writing, grammar, and vocabulary. Students gain practical, hands-on experience in test development and the construction of classroom assessments. The course seeks to provide students who have little or no prior or formal experience in testing/assessment with a foundation in assessment principles and practices in an effort to prepare for their own classroom (and other) testing and assessment tasks.

Goals, Professional Standards, and Tk20

OSU’s teacher licensure program in foreign and second language education (FSLED) is accredited by the National Council for Accreditation of Teacher Education (NCATE). As such, our teacher licensure program is bound by and promotes NCATE standards in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL/NCATE Standards for the Preparation of Foreign Language Teachers are noted in parentheses for the course goals.

1) To articulate and reflect on the assumptions that underlie your beliefs about teaching and learning, especially as these relate to evaluation, testing, and assessment of students. (Standards 3, 6)

2) To study in-depth the specifics of second language testing and assessment, to engage in extended discussions and dialogue about specific teacher developed assessments, and communicate the acquired knowledge to your teacher-and future-teacher colleagues. (Standard 6)

3) To develop the skills to develop and critique test and assessment measures, from a teacher-practitioner perspective, as a means for continued reflection on practice. (Standards 3, 6)
4) To develop the skills to work collaboratively on testing and assessment tasks with teacher- and peer-colleagues, in order to engage in collaboration and exemplify professionalism. (Standard 6)

5) To guide you through testing and assessment of student learning insight development, which include personal narratives & reflections, a testing literature review, a test or assessment measure critique, and/or a test construction or assessment measure, and/or position paper. (Standards 3, 4, 6)

6) To assist you with aspects applications of the 963 course content to your teaching and field experiences. (Standards 1, 2, 3, 4, 5, 6)

7) To provide in-class time with peers and instructor to reflect on weekly tasks, situations, and theory/practice, which will facilitate your success during your as a teacher or future teacher teaching internships. (Standard 3)

8) To prepare and engage you in formal presentations on testing or assessment to your teacher-colleagues. (Standard 6)

Tk20:
For those in the OSU teacher licensure program or TESOL Endorsement programs, Tk20, the “online portfolio” system, is what OSU uses for documenting teacher candidates’ attainment of benchmarks for licensure. All TESOL Endorsement students MUST enroll in Tk20 and submit documents therein.

Written Assignments
All assignments should be word-processed and double-spaced, using 12-point font size and the standard, pre-set, 1-inch page margins. Times New Roman is the recommended standard font style. Professionalism is important, so all student assignment and projects must be carefully proofread and include your name, date, and assignment title. Assignments are to be saved as an MS Word file (.doc or .docx) only, submitted electronically. All assignments should be saved electronically as “Lastname_Assignment_Title.doc”.

Please bring a printed copy of assignments to class for discussion and in-class activities (e.g., testing websites, sample tests and assessments to discuss).

Attendance & Participation
In order to participate fully in this course as part of your professional preparation, attendance is mandatory. It is crucial that you come to every class session on time. If you have a dire emergency and must miss any class or portion of a class, please e-mail Dr. Hancock in advance. NOTE: Please do not schedule meetings or appointments during class time.

You will lose participation points if you miss class, come late to class, or come to class unprepared. I will use a scoring rubric to assign participation points. Please note that if
you have two (2) or more absences for any reason, it will hard to receive an A in this course.

Graduate-level performance is expected from all students in the course. This is a 900-level course worth FOUR credits. It is also expected that you will do all of the assigned readings and tasks prior to class and come to class prepared to discuss and critique them. Try not to get behind in your readings because class discussions will depend on prior completion of the course readings. Please bring questions and share comments that you may have about the assigned course readings as a prompt for our class discussions.

Professionalism

Use of social networking (e.g. Facebook) during class is not allowed. Cell phones are always to be turned off during class, no exceptions. Receiving or making phone calls and text messaging in class are prohibited. Students who persist in using computers or phones during class, or whose phones ring, will be asked to leave the classroom and will have participation points reduced for class attendance. Hope you understand my reasoning on this point.

You are welcome to use your cell phone, check email, check the web, and eat during class break time, before or after class. Please be considerate to our cleaning staff and dispose of any papers or trash in the trash can before leaving the classroom.

Given that our class meets intensively all day, I will discuss with the class whether or not we want to have group snacks and who will bring what. If we decide to do so, I will ask a volunteer to coordinate our snacks schedule.

E-mail Correspondence and Communication

Please visit with your instructor, chat after class, or send me an e-mail to discuss our course and assignments. However, during class breaks, I, too, need to “take a break.” Indeed, it is expected that graduate students will make frequent contact with their instructors. Personal conversations are highly encouraged, as long as you respect the fact that there are other students in the class and among my OSU advisees. E-mails will generally receive a response in a day or so. Note: It is not acceptable to e-mail an instructor your assignment before it is due and ask them to proofread or “check it over.” If you ask for my reactions to assignment drafts, I will do what I can within reason. My feedback will be general and designed to make sure you are on the right track. I tend to use rubrics for most assignments, so you will know what the scoring criteria are.

Some of our course communication will be via CARMEN, the OSU course management system. I will occasionally make announcements in class and also send brief e-mail updates to supplement the course. E-mails will be sent only to OSU e-mail addresses, so if you prefer not to use OSU e-mail, you must set up an automatic forward (i.e., change
the delivery address) on your OSU e-mail account. HOWEVER, from past Carmen experience, I do NOT recommend doing this change of e-mail address because there are sometimes problems with using non-OSU e-mails on CARMEN. Most assignments need to be submitted on CARMEN. See https://acctmgt.service.ohio-state.edu/Email.html for assistance, or contact 8-HELP (at 614-688-4357, 8help@osu.edu, or http://8help.osu.edu).

As a professional, you should be in the habit of checking and promptly responding to e-mail at least once a day (Monday-Friday) and maintaining a professional tone in your correspondence. If you must send an email to the instructor that is beyond the scope of a brief question or comment (i.e., that will be longer than two or three sentences), you should make an appointment to speak with me in person during office hours or after class.

Accommodations

Statement of Student Rights: Any student who may need an accommodation based on the impact of a disability should contact Dr. Hancock privately to discuss specific needs before the second class meeting. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: http://www.ods.ohio-state.edu/

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon a protected class status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.
If an instructor suspects that a student has committed academic misconduct in a course, he or she is obligated by University Rules to report the suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct:
http://studentaffairs.osu.edu/info_for_students/csc.asp

### Writing Assistance for Papers

If you would like to improve your writing skills and the quality of the written assignments required for this and other graduate-level classes at OSU, I strongly encourage you to make an appointment to see a tutor in the Writing Center, located on the 4th floor of Mendenhall on the OSU main campus, and/or to arrange for an online consultation and tutorial with the staff in the Writing Center. Graduate students may make frequent use of the Writing Center, and such consultation is a good way to improve your grades on written assignments. This service is free of charge at OSU. Since the majority of class grades are dependent on written work, it is best not to leave the quality of written assignments to chance.

Visit [http://cstw.osu.edu/writingCenter/](http://cstw.osu.edu/writingCenter/) for more information.

### Evaluation & Grading Scale

**Assignments:**
- Class attendance, punctuality, preparedness & participation (10 @ 3 pts. ea.) — 30
- Periodic In-Class and Homework Assessment Tasks (10 @ 4 pts ea.) — 40
- Group Testing/Assessment Presentation (1 @ 30 pts) — 30
- 1 un-announced in-class quiz (@ 10) — 10
- Final Exam (based on course readings) — 50
- Literature Review (1 essay @ 25 pts) — 25
- Test Critique (1 critique @ 30 points) — 30

Total maximum points per student = 225

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Major Assignments

**Literature Review.** This will be a paper approximately 6-8 pages in length (double-spaced, 12 point type) in which you will select a topic within the testing/assessment field and, through synthesis and discussion of important scholarly literature on the topic you select, identify key aspects (theories, models, research findings, controversies) of your chosen topic. Information about potential topics and ways of constructing the paper will be discussed during the course. Due on CARMEN: Monday *July 23* (by 11:59 pm)

**Test Critique.** This will be a paper approximately 10 pages in length (double-spaced, 12 point type) in which you will discuss a language test of your choice (e.g., OTELA, TOEFL, TOIEC, OPI). The paper would consist of five parts: (1) general introduction to the test (history, purpose, uses, etc.); (2) detailed description of the exam itself; (3) analysis/critique of the test (here you could also cite other critiques); (4) discussion of your recommended changes; (5) short conclusion. Due on CARMEN: Monday, *July 9* (by 11:59 pm).

--Written course work must be submitted on Carmen in the DROPBOX unless other arrangements have been made with the course instructor.

--Additional specific details, directions, and grading rubrics for each of the assignments will be reviewed in class.

**Quizzes (1) @ 10 points each**
Because this is a *testing course*, I feel compelled to give tests and quizzes. Therefore, I will administer one quiz (UNANNOUNCED). The quiz will deal with class readings and testing/assessment concepts (e.g., validity, reliability, standardized testing) that are being studied at the time it is given.

**Final Exam @ 50 points**
We will have a final exam mainly on the readings and class discussions in this course. It will include all readings (Gottlieb textbook, handouts, and class discussions) for the entire course. It will be an in-class exam, probably scheduled at the start of afternoon class on June 8, 2012. We will have a review session the day before the exam.

For each day of class, you will find readings and tasks listed below under **Course Schedule.** These tasks will help you explore and expand on issues related to testing and assessment, with a focus on second language testing. Please complete the assigned tasks before the due-date, come to class prepared to discuss the task with others about your experiences with the topics. In other words, be ready to discuss the tasks in class. I believe this type of active participation in your own learning will be most beneficial.
Group Presentation @ 50 points  (August 3, 2012)
You and your partners will make a 20–25 minute presentation on the highlights from your testing or assessment project and engage your classmates in discussion & activities intended to deepen their understanding of the testing/assessment issues addressed in presentation. For example, I recommend that groups select one of the language skills areas (i.e., SPEAKING, LISTENING, READING, or WRITING) as the main focus of the group presentation activity. There should be clearly evident “group presentation” and “class activity” portions with opportunities for interaction between your group and the members of the class. A planned interaction must be included in each group presentation. Feel free to discuss your group presentation with the instructor before the date of the presentation. I will present a scoring rubric to collect class feedback on each group’s presentation as well as assign a group grade.

Literature Review (essay worth 25 points)
You may, of course, choose any topic in the field of language testing and/or assessment that you deem appropriate for your purposes. However, to receive the maximum points (25) on this assignment, you must include at least five references from professional TESOL journals or other publications. See additional details below under Literature Review.

Test Critique Task (worth 30 points)
Everyone is likely to be assigned OTELA as the test to critique, but I will entertain other tests if an individual makes a case for critiquing another test. I will disseminate a template for critiquing a test and use a scoring rubric.

Class Participation and Attendance (worth 30 points)
I will use a class rubric to assign participation and attendance points.

Relationship to Other Courses/Curricula

Edu TL 7645 (formerly EDTL 963) is a required course for students enrolled in the TESOL Endorsement program and it affords participants the chance to coalesce their learning experiences related to teaching & testing/assessment with other coursework and their own classroom teaching experiences as a coherent and professional “whole.” Please try to relate this course to other aspects of your professional development.
Course Schedule
Ed T&L 7645 (formerly EDTL 963)

Assessing English Language Learners (Gottlieb) = AELL
TESOL Quarterly Special Issue = TQSI (e-articles from this journal are posted in our CARMEN course for your convenience)

Note: Readings and assignments should be completed before the class period for which they are assigned.

Class 1:   Course Introduction, VALIDITY, RUBRICS
-Pre-test
-Introduction to course and an overview of initial perspectives on foreign language/ESL testing and assessment.
-Discussion of the relationship between teaching and testing/assessment. This session will create a conceptual foundation for the course.
-Review of course requirements, CARMEN, and syllabus
-Standardized testing and related concepts (measures of central tendency)
-Initial discussion of VALIDITY in testing/assessment
-Practical classroom test skill development activities

Class 2:   RELIABILITY & ORAL PROFICIENCY TESTING
-Standardized testing (continued)
-Principles of testing and links between teaching and testing. Common types of tests.
-Discussion of RELIABILITY in testing/assessment
-Relationships between VALIDITY and RELIABILITY
-Oral Proficiency Interview (ACTFL-ETS)
-Scoring rubrics
-Practical classroom test skill development activities

Reading material to be discussed:
*Article 1: Current Issues in English Language Teacher-Based Assessment [TQSI]
*Gottlieb, Chapter 5 (Classroom Assessment) [LELL]

Class 3:   Internet-based Testing & Assessment
-Continued discussion of types of tests. Academic language proficiency.
-Internet-based tests and assessments websites
-Speaking testing (continued)
-Practical classroom test skill development activities

Reading material to be discussed:
*Article 2: How do teachers observe and evaluate elementary school students [TQSI]
*Gottlieb, Chapter 2 (Standards and Assessment) [LELL]
*Gottlieb, Chapter 8 (Standardized Testing and Reporting) [LELL]
Class 4: LANGUAGE SKILLS: SPEAKING

- Recap of key principles of language testing/assessment (validity, reliability, trustworthiness).
- Performance assessment.
- Authentic assessment
- Practical classroom test skill development activities

Reading material to be discussed:
* Validity handout
* Reliability handout
* Gottlieb, Chapter 6 (Documenting Performance Assessment) (LELL)

Class 5: LANGUAGE SKILLS: READING

- Developing test specifications. Assessing writing.
- Portfolio assessment
- Practical classroom test skill development activities

Reading material to be discussed:
* Gottlieb, Chapter 3 (Assessing Oral Language and Literacy)
* Gottlieb, Chapter 7 (Supports for Student, Classroom, and Large-Scale Assessment)

Follow-up in August: August 2, 2012 Group Project Presentations

Practical classroom test skill development activities

GROUP PRESENTATIONS August 2, 2012

Group presentations with peer and instructor feedback will be made during our two-day follow-up sessions in August. The dates I have chosen are August 11 and 12, a Thursday and Friday.

Additional Testing and Assessment References for Edu TL 7645 (formerly EDTL 963) (Summer Semester 2012)

Please try to include some of these references in your Literature Review assignment to receive maximum points on the assignment.

FL Teach listserv --- LISTSERV@listserv.buffalo.edu


Dave’s ESL Café: WEB: http://eslcafe.com
This site was created by Dave Sperling and hosts forums and activities for ELL students and teachers from around the world. Activities for students include test taking, pronunciation activities, work on idioms, and lots of practical activities.

ERIC Clearinghouse on Languages and Linguistics
This site contains articles on language learning, using resources from within language-minority communities, model programs, and integrating world language learning with other subject-matter classes.

Everything ESL – WEB: http://everythingsl.net
This site is the work of Julie Haynes, an experienced, ESL teacher. It contains lesson plans, teaching tips, and links to other sources for English language learners.


Liu, J. (2007). Developing a pragmatics test for Chinese EFL learners. Language Testing, 24, 391-5415. [Dr. Liu is a graduate of our F/SLED program who teaches at the University of Arizona, Tucson.]


Many Things for English Language Learners. WEB: http://manythings.org
This website is mainly for English language learners themselves. It includes quizzes, word games, anagrams, a random-sentence generator, and computer-assisted learning activities for ELLs. It is a non-commercial site that does not have advertising.


The Ohio State University at Newark

COURSE SYLLABUS

The Course:  EDU T&L 7428 Trends and Issues in Teaching Reading

Trends and Issues in Teaching Reading                       Terry H. Higgins, PhD
Three (3) Semester Hours
First Term Summer 2012                                       740-504-8213 or 740-366-9230 (ECC)
June 18 – 29 1:00 – 5:00 pm                                  higgins.106@osu.edu
Hopewell 56                                                  Office Hours: by appointment

1. The Mission of the College of Education and Human Ecology

The mission of the College of Education and Human Ecology is to develop a tradition of excellence in promoting outstanding teaching, research, and service that significantly and positively impacts individuals, families, schools, and consumers within our global communities.

2. Course Description and Rationale

EDU T&L 739. This course will provide an in-depth examination of major trends and issues in the teaching of reading in the elementary school. We will examine the major trends in reading research over the past three decades and major issues and concerns that are currently debated and discussed among members of the literacy education professional community. Several major policy-oriented syntheses of empirical research on reading will be used as the basis for this examination. Participants will be expected to examine the evidence and arguments supporting different points of view, to evaluate the evidence and arguments on the basis of research and professional practice, and to develop and defend their own positions. The goal is for the participants to gain an understanding of the major trends and issues in literacy education and to be able to think critically about them.

3. Alignment of Course with Knowledge, Skills, and Dispositions

These proficiencies are:

1. identify a range of issues and concerns that are currently debated and discussed among members of the reading education professional community.

2. understand the major trends in reading instruction.

3. display knowledge of the evidence and arguments for different points of view in reading education.

4. critically evaluate the evidence and arguments for different points of view in reading education on the basis of research and professional practice.

5. develop and defend personal positions on issues in reading education.
4. The Pedagogy

Students will experience multiple pedagogical strategies; instructional approaches in which they are expected to be fully engaged in the community of learning and practice by constructing knowledge in collaboration with others, and by presenting and supporting their own ways of thinking, while remaining open to the ideas of others (Beck and Kosnik, 2006). In the process of achieving a complete command of the course competencies, students will be expected to immerse themselves into synthesizing and evaluating the enduring understandings through READING, THINKING, WRITING, CONSTRUCTING, and TALKING.

5. The Assessments

Candidates are to demonstrate learning of the proficiencies through:

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| **The rubric posted on CARMEN** will be used to assess on-going preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance over the quarter. The focus is on growth and understanding relative to the proficiencies and the topical components Issues and Trends in Teaching Reading. As part of this process of formative assessment, students will also be self-assessing their growth and understanding.

**Definitions:**

**PREPARATION**: came prepared for class by having thoroughly completed all assigned tasks for the class session.

**SUBSTANTIVE CONTRIBUTIONS**: made appropriate and thoughtful independent, critical, and creative substantive contributions to in-class learning experiences which extended the thinking of others and self.

**PROFESSIONAL CONDUCT and DISPOSITIONS**: demonstrated a willingness to learn, actively engaged in learning experiences, and did not engage in side conversations, interrupt class events, and/or use cell phone/pager/email/text messaging during class session.

**ATTENDANCE**: attended the entire class session.

**NOTE**: A student absent from an entire class session will automatically receive a Score of 0.0 with the exception that some credit may be given as long as assigned work for class is submitted PRIOR to the beginning of class (1:00 pm) on the date it is due.

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<td>As a means of pulling together personal accumulated attitudes, beliefs, and perspectives regarding research and instruction of reading and calling up your schema on our topic, each class member will write a two-three page paper that addresses the conscious and unconscious views on the above. This paper should draw on personal experiences as a learner as well as an educator. Toward that end, it can be as autobiographical as you wish and as comprehensive as possible (i.e., begin with your earliest experiences with classroom reading instruction). Include those research studies with which you are most familiar (this can be general work of those theorists who most influence your beliefs about literacy acquisition or specific studies). Indicate what you believe to be the best practice(s) for teaching reading, esp. in the elementary grades and state what you believe to be the most critical issues facing reading professionals today. Be prepared to share aspects of this in class.</td>
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</table>
## 5.3 Lead Review and Discussion of Topic 20%

Each student, working in dyads or triads, will be required to lead a class discussion in two reviews and discussions of topics of choice (with instructor guidance). The research reviewed in the national Reports, in the Armbruster and Osborn text, and in the Robinson text should serve as the basis for your review and discussion. The presenters will be expected to share what the reports and the texts say, critically analyze statements, identify trends, controversies, or areas of concurrence, and draw implications for classroom practices. Where appropriate students may supplement the summaries of the research in the report(s) with descriptors of a research article that is illustrative of the research under study. These presentations will serve as the basis for class discussion. Please advise class members of the specific readings for your topic prior to the class and prepare a one-page handout reflecting the content of your review and discussion to share with the class at that particular session. **Due as scheduled**

## 5.4 Reactions to Reading 30%

Each class member will review the readings to identify what they say about the topic to be discussed and write a one page paper in reaction to the reading. The paper should show the personal reaction to the reading – this might be a position, or you might raise questions or speak to related issues, write questions to serve as catalysts for class discussions or support opinions you already hold with information from the readings. Your paper should not be a simple summary of the readings. The papers will be due on the Wednesdays of the scheduled discussion of the topics. **Note:** You will not have to complete reaction papers for those readings for which you serve as discussion leader.

## 5.5 "Review of Research" Paper Due: June 28 25%

Write a review of research on a topic of your choice (with instructor approval) relevant to the trends and issues covered in the course. In your paper, synthesize the research on the topic in a coherent, well-organized way, clearly state your conclusions, and identify areas for future research. Use APA style for citation and reference listing. Papers will be evaluated on the basis of organization of the review, evidence of reading relevant research and theory, clarity of argument and writing. **Proposals** (one page maximum) for your review are due on Friday, June 22; these will not be graded. Length of papers should be 4-6 pages, double-spaced, 12-point font, plus references.

## 5.6 Submission of Assignments

Assignments are due on the dates listed. These will only be accepted at a later date based on legitimate reasons and concerns and only following prior discussions between the instructor and the candidate. Work submitted on time and completed as a legitimate effort to submit the assignment in its entirety may be resubmitted for additional grading. In order for resubmitted work to be graded and comments given, it must be turned in within five days of the date of its return to candidates. Any initial submission that is only partially done or lacks focused scholarly effort will be graded as submitted and no opportunity will be afforded for resubmissions.

Assignments should be submitted electronically through the use of the dropbox in CARMEN. When submitting artifacts of student work, candidates should submit a scanned copy that is placed in the document as an appendix or a table. Grades and assessment rubrics will be returned electronically through CARMEN also. **Resubmissions should all be submitted electronically with revised sections clearly highlighted or otherwise marked for easy identification.**

The style outlined in the Publication Manual of the American Psychological Association (6th ed.) must be applied to all written work. **Failure to abide by these style guidelines will result in the paper being returned.** All work is expected to show the evolving nature of candidate growth and understanding. Writing, in particular, should draw from readings...
beyond internet sites and should show that the candidate is extending his/her level of understanding. Plagiarism will not be tolerated. APA suggests that references from other sources should be paraphrased as much as possible and direct quotes used only when the integrity of the material would be lost through paraphrasing. As such, candidates need to exercise caution when paraphrasing to ensure that the wording is theirs and not just a shuffling of author’s wording. Candidates must also make sure that they properly cite the work of others. Failure to properly paraphrase or to properly give credit to others shall be deemed plagiarism.

6. Final Grade for Course

The final grade for the course will be calculated as follows:

- preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- personal perspectives paper (15%)
- lead review and discussion of topic (20%)
- reactions to reading (30%)
- review of research (25%)

Letter grades for the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>67-69%</td>
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<tr>
<td>D+</td>
<td>60-66%</td>
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<tr>
<td>E</td>
<td>Below 60%</td>
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</tbody>
</table>

7. The Tentative Schedule

<table>
<thead>
<tr>
<th>Class #</th>
<th>Dates of Class Sessions</th>
<th>Instructional Events</th>
<th>Assignments for Next Class Session</th>
</tr>
</thead>
</table>
| 1       | June 18                  | • Course Introduction - Syllabus  
• Course Introduction, Syllabus, Form dyads  
• Topics and trends in reading research and instruction | See Advanced Organizer #1 |
| 2       | June 19                  | • Word Recognition  
• Phonics  
• Word Study | See Advanced Organizer #2 |
| 3       | June 20                  | • Fluency  
• Teaching reading fluency | See Advanced Organizer #3 |
| 4       | June 21                  | • Comprehension  
• Content or Strategies  
• Comprehension in the Content Areas | See Advanced Organizer #4 |
|    | June 22 | Vocabulary  
|    |         | Vocabulary in the Content Areas  
|    |         | Vocabulary Gap  
| 6  | June 25 | Literacy Coaching  
|    |         | What Matters in Coaching  
|    |         | Models of Coaching  
| 7  | June 26 | Adolescent Literacy  
| 8  | June 27 | Technology  
|    |         | 21st Century Literacies  
| 9  | June 28 | Response to Intervention  
|    |         | What Every Reading Teacher Should Know  
| 10 | June 29 | Wrapping up the Proficiencies  

See Advanced Organizer #5

See Advanced Organizer #6

See Advanced Organizer #7

See Advanced Organizer #8

See Advanced Organizer #9
8. **The Instructional Materials**

Advanced Organizers, which include the assignments for each class and other instructional materials will be made available both in class and on the CARMEN web site (https://carmen.osu.edu).


9. **Commitment to Diversity**

Teachers are expected to be able to support the learning of all students and to have a conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated across the curriculum, instruction, assessments, and evaluations. In light of these expectations, each competency for the course will be developed in relationship to diversity - that is, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

The college affirms the importance and value of diversity in the student body. Discrimination against any individual based upon protected status, which is defined by age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

10. **Commitment to Technology**

Teachers are expected to use educational technology to help all students learn and to have a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, assessments, and evaluations. Although there are no specific uses and applications within the weekly interactions for this course, students will be required to do research and study through the library and internet resources. The extent to which they explore a wide variety of resources will impact the depth of understanding they will gain and share.
### 11. Grievances, Solving Problems, and Instructor Assistance

According to University policy, if you have a problem with the class, "you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor. If this does not work contact the Education coordinator, Dr. Diana Erchick (erchick.1@osu.edu)

The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional learning. Please allow the instructor to assist in any way possible. Make an appointment, make contact by email, or make contact by phone at any time.

### 12. Academic Misconduct

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If the course instructor suspects that a student has committed academic misconduct in the course, he is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that the student has violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

### 13. Statement of Student Rights

Any student with a documented disability who may require special accommodations needs to speak to the instructor within the first two weeks of classes to receive effective and timely accommodations.