Term Information

Effective Term: Spring 2014

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8420
Course Title: Professional Seminar in Reading and Literacy in Early and Middle Childhood Education
Transcript Abbreviation: RLEMC prosem
Course Description: In this professional seminar, students will build professional knowledge regarding research and scholarship in reading and literacy education and become familiar with the Reading and Literacy in Early and Middle Childhood program, faculty, and culture. This is a required course for RLEMC doctoral students; the course is also appropriate for non-RLEMC students with aligned research foci.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 9
Max Completions Allowed: 3
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites:
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Doctoral
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• Knowledge of the theories, logics of inquiry, epistemologies, journals, professional organizations, and other entities relevant to this area of scholarship;
• Knowledge of relevant faculty and peer scholarship;
• Knowledge of own scholarly goals

Content Topic List
• University, departmental, and area of study requirements
• Theories
• Logics of inquiry
• Epistemologies
• Professional organizations/conferences
• Journals/publishing/authorship
• Research statements/CVs
• Grants/funding
• Academic/non-academic careers

Attachments

• RLEMC ProSem Syllabus.docx
  (Syllabus. Owner: Piasta, Shayne B)

Comments

• Approved by Grad Studies. (by Mercerhill, Jessica Leigh on 10/21/2013 03:49 PM)
• This course will be required of all doctoral students in the Reading and Literacy in Early and Middle Childhood area of study within the Department of Teaching and Learning. Most students will complete the course in their first or second year. (by Piasta, Shayne B on 07/05/2013 12:22 PM)

Workflow Information

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The Ohio State University  
College of Education and Human Ecology  
Department of Teaching and Learning  
EDU T&L 8420  
Professional Seminar in Reading and Literacy in Early and Middle Childhood Education  
(Graduate-level course; 3 credit hours)

Date of Preparation: May 20, 2013  
Preparer: Shayne B. Piasta  
352A Arps Hall  
614-688-4454  
Piasta.1@osu.edu

Course Description and Objectives
In this professional seminar, students will build professional knowledge regarding research and scholarship in reading and literacy education and become familiar with the RLEMC program, faculty, and culture. This is a required course for RLEMC doctoral students; the course is also appropriate for non-RLEMC students seeking opportunities to expand their professional knowledge in ways that align with the goals below.

The specific goals of the seminar are as follows:
1. To introduce students to RLEMC faculty and their areas of research and scholarship, as well as to RLEMC graduate student peers, to foster professional relationships and a community of learning
2. To introduce students to the theories, logics of inquiry, and epistemologies fundamental to reading and literacy research and scholarship
3. To acquaint students with the journals, professional organizations, and other entities relevant to reading and literacy research and scholarship
4. To promote students’ thinking regarding their individual scholarly and professional goals and how such goals will be met

Course Format
The seminar will meet once a week and largely be devoted to presentations by RLEMC faculty members or other invited guests (e.g., other T&L/EHE faculty, RLEMC/T&L graduates, RLEMC/T&L advanced graduate students) and discussion of these presentations (approximately 90 minutes). Each presenter will provide a reading relevant to his/her area of research and scholarship, along with his/her CV, to assist students in preparing for the presentation and discussion. Students are expected to arrive to class having read these materials and prepared thoughtful questions to facilitate discussion of the theories, logic(s) of inquiry, and epistemological stance(s) employed in the presenter’s scholarship.

Introductory material relevant to seminar goals will be conveyed via additional readings, in-class activities, and discussion for the first 60-minutes of each class meeting. Early in the semester, these introductory topics will focus on assisting students in understanding and identifying the theories, logic(s) of inquiry, and epistemological stances relevant to reading and literacy research and scholarship. Note that these topics are introductory only; each is covered in more depth in
other required T&L and/or RLEMC courses. Additional topics will accomplish the third and fourth goals of the seminar, and also assist students in meeting the seminar requirements below. These topics may also be amended based on student interests and needs.

**Required Course Readings**

The majority of course readings will be provided by the guest speakers and posted to the course Carmen site. Additional introductory/topical readings are listed in the course outline section of this syllabus and will also be provided via Carmen unless otherwise noted.

**Course Requirements**

Course requirements are designed to demonstrate students’ development with respect to the four course goals. Requirements necessitate a synthesis of information gained from readings, presentations, and discussions, as coupled with reflection on students’ individual scholarly and professional goals.

**Attendance and Participation (8%):** The course is designed to capitalize on the knowledge, perspectives, and experiences contributed by all students, faculty, and invited guests. Students are expected to attend all classes and to have completed all assigned readings before the class meeting at which they are due. Active and respectful participation of students during all class discussions, presentations, and activities is required. Participation grades will be based upon attendance, evidence of preparation (e.g., application of concepts and knowledge from assigned readings to support discussion comments), and contributions to class discussions (e.g., posing thoughtful questions and reflections, responding constructively and appropriately to others’ comments and questions). Absences constitute non-participation and will thus negatively affect students’ grades. To further foster professional relationships and a community of learning, *students are also required to visit the RLEMC Facebook page and attend any RLEMC events scheduled that semester.* Inability to attend such events must be discussed ahead of time with the instructor, to make arrangements to attend an alternative T&L or EHE event.

**Seminar Leader (8%):** Students will be assigned to act as the seminar leader for at least one class meeting. The assigned student(s) will be responsible for preparing a brief (i.e., no more than 2-min) speaker introduction and facilitating class discussion/Q&A via a prepared list of questions. The assigned student(s) should prepare for these tasks by carefully reviewing the speaker’s CV and required reading, additional scholarly works recently published/presented by the speaker (minimum of 2), and other relevant sources (e.g., internet) as necessary. The speaker introduction will be presented orally in class. A written copy of prepared questions and citations for additional works reviewed should be turned in to the instructor at the end of that class meeting.

**Potential Areas of Expertise and Annotated Bibliography (25%):** Throughout the seminar, students will have opportunities to become more familiar with RLEMC faculty research and expertise, as well as the theories, logics of inquiry, and epistemological stances fundamental to reading and literacy scholarship. Students will reflect on these in conjunction with their own scholarly and professional interests to identify 2 to 3 specific areas of expertise (i.e., cognate areas) that they would like to develop over the course of their doctoral study. Students are to meet and discuss these potential areas of expertise with their adviser and select one area for
which a literature search will be conducted and an annotated bibliography generated. The literature search should encompass no fewer than the past 10 years, and the annotated bibliography must include at least 25 references, the majority of which are original, empirical articles. Older, seminal works may also be included. The annotated bibliography should identify the topic area at the top, list each reference in full following APA format, and provide a 3-8 sentence summary of each entry to include descriptions of the relevant theories, logic(s) of inquiry, epistemological stance(s), major findings, and any critiques/flaws.

**Prospective Research Statement (20%):** Based on their annotated bibliographies and their growing understandings of reading and literacy research, students will write a prospective research statement. The prospective research statement will be written as if the student has completed their doctoral program; it will be an “idealized” statement of the student’s area(s) of expertise along with the logic(s) of inquiry and epistemological stance used when researching these areas, the research addressing these areas that the student has accomplished (feigning completion of the doctoral program), and plans for future research. Following traditional guidelines, the research statement should be 1 to 2 pages in length and follow APA format.

**Prospective CV (15%):** Students will also create a prospective CV as a means of self-reflection and professional goal setting. Similar to the prospective Research Statement, the CV will represent the ideal accomplishments of the student, written as if the he/she was three-years post-graduation. The prospective CV should include sections detailing educational background, positions held, honors/awards, professional memberships, funding awarded, publications, and presentations. The prospective CV should align with the students’ potential areas of expertise and prospective research statement and integrate information concerning the journals and other entities relevant to reading and literacy scholarship.

**Mini-Assignments (24%):** Students will complete mini-assignments in preparation for course meetings as indicated on the syllabus. Mini-assignments will assist students in completing the requirements of the course listed above and facilitate in-class discussions. All mini-assignments will be graded as complete or incomplete.

**Autobiographical Statement Mini-Assignment.** Students will prepare an autobiographical statement, such as would be used as an introduction for a professional presentation. The autobiographical statement should describe prior education, training, and work experience, reasons for entering the doctoral program, and adviser. It will be shared with peers, RLEMC faculty, and invited guest speakers as a means of introduction.

**Professional Organization Mini-Assignment.** Students will review the websites of three professional organizations relevant to reading and literacy research and scholarship to identify (1) mission, (2) organization/structure, (3) membership criteria, and (4) any professional meetings/conferences that they sponsor. Students are encouraged to review RLEMC faculty CVs and speak with faculty members and peers to help identify relevant professional organizations. Students will consider the organizations’ relevance to his/her own research and scholarship and should select professional organizations that will be included on the prospective CV. Students will submit a brief written summary of this information and should be prepared to discuss their findings in class.

**Journal Mini-Assignment.** Students will identify three journals that would be appropriate outlets for publishing the research proposed in their prospective research statements.
and may be included in their prospective CVs. Students are encouraged to review their annotated bibliographies, review RLEMC faculty CVs, and speak with faculty members and peers to help identify relevant journals. Students will read the submission guidelines/review criteria on the website for each journal and review the most recent issue of each journal to identify (1) topics of interest, (2) intended audience, (3) logic(s) of inquiry included, and (4) epistemological stance(s) espoused. Students will submit a brief written summary of this information and should be prepared to discuss their findings in class.

**Funding Mini-Assignment.** Students will identify three potential sources of funding for the reading and literacy research and scholarship they intend to accomplish. Students are encouraged to review RLEMC faculty CVs and speak with faculty members and peers to help identify relevant funding opportunities. Students will read the proposal guidelines/review criteria for each funding source. Students will submit a brief written summary of this information and should be prepared to discuss their findings in class. The information gained should inform development of the prospective research statements and CVs.

**Prospective Research Statement and CV Drafts.** Students will submit drafts of their research statements and CVs for peer feedback on the specified class dates.

**Grading and Policy for Missed Work**
Grades are assigned based on students’ accumulated points for each requirement/assignment; there is no grading “on the curve,” nor is extra credit available. Late assignments are generally not accepted. If extraordinary circumstances arise and a student wishes to negotiate for extra time to complete an assignment, he or she must contact the instructor before the due date. In extreme cases of absence/missed work, the student may wish to contact the Student Advocacy Center. The grading scale is provided below.

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<th>Attendance/Participation</th>
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<tr>
<td>Seminar Leader</td>
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<tr>
<td>Areas of Expertise/Annotated Bibliography</td>
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<tr>
<td>Research Statement</td>
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<tr>
<td>CV</td>
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<td>Mini-Assignments (pass/fail for each)</td>
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**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 I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my 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/pdfs/csc_12-31-07.pdf).

**Intellectual Property/Audio and Video Recording** – Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. 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/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Student Advocacy Center:** The Ohio State University Student Advocacy Center (http://studentaffairs.osu.edu/advocacy/) is devoted to helping students maximize their educational experiences in the university setting. Their personnel will assist you with a variety of needs in line with University procedures, including verification of class absences due to illness or family emergencies, negotiating and scheduling makeup assignments, etc. If circumstances preclude your full participation in the course, it is recommended that you contact this office as soon as possible.

**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 protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

*Note: The instructor reserves the right to make changes to this syllabus. Any changes will be conveyed in writing, as per university policy, and posted on the course’s CARMEN site. It is the student’s responsibility to use the most up-to-date syllabus.*
| Week 1 | Introduction to the course  
Introduction to course requirements  
*Readings: Writing the Curriculum Vitae (n.d.); Roediger (2007); Research Statements (n.d.)* | Seminar Leader sign up |
|--------|------------------------------------------------------------------------------------------------|------------------------|
| Week 2 | Meeting your peers  
Discussion of RLEMC requirements  
RLEMC faculty presentation and discussion  
*Readings: TBD* | Autobiographical statement mini-assignment due |
| Week 3 | Discussion of major theories in RLEMC  
*Readings: Tracey & Morrow (2006) ch. 1 &10*  
RLEMC faculty presentation and discussion  
*Readings: TBD* | |
| Week 4 | Discussion of inquiry/epistemology in RLEMC  
*Readings: Creswell (2009) ch. 1; Cunningham & Fitzgerald (1996)*  
RLEMC faculty presentation and discussion  
*Readings: TBD* | |
| Week 5 | Discussion of inquiry/epistemology in RLEMC (cont’d)  
*Readings: Dressman & McCarthey (2004)*  
RLEMC faculty presentation and discussion  
*Readings: TBD* | |
| Week 6 | Professional organizations and conferences relevant to RLEMC  
*Readings: Fiore (2001); Bower (n.d.); Creating an Effective Scientific Poster Presentation (n.d.)*  
RLEMC faculty presentation and discussion  
*Readings: TBD* | Professional organization mini-assignment due  
Meet with your adviser regarding areas of expertise if have not already done so; begin literature search |
| Week 7 | Peer assistance in finding RLEMC-relevant literature  
*Readings: Creswell (2009) ch. 2; Centre AlphaPlus Centre (2004)*  
RLEMC faculty presentation and discussion | Be prepared to discuss your literature search progress thus far |
<table>
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<th>Week</th>
<th>Readings: TBD</th>
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| Week 8 | Journals and publishing in RLEMC  
*Readings: Klingner et al. (2005); Creswell (2009) ch. 4; Bem (2004); Roediger (2007)*  
RLEMC faculty presentation and discussion  
*Readings: TBD* |
|        | Journal mini-assignment due |
| Week 9 | Journals and publishing in RLEMC (cont’d)  
*Readings from last week*  
RLEMC faculty presentation and discussion  
*Readings: TBD* |
| Week 10| Peer feedback on Research Statements  
RLEMC faculty presentation and discussion  
*Readings: TBD* |
| Week 11| Authorship  
*Readings: APA manual section 1.13; Fine & Kurdek (1993); ICMJE (2010); Osborne & Holland (2009)*  
Invited guest presentation and discussion  
*Readings: TBD* |
| Week 12| Peer feedback on CVs  
Invited guest presentation and discussion  
*Readings: TBD* |
| Week 13| Funding opportunities relevant to RLEMC  
*Readings: Steinberg, (2004); Sternberg (2004)*  
Invited guest presentation and discussion  
*Readings: TBD* |
| Week 14| Beyond RLEMC graduate studies  
*Readings: Taylor & Martin (2004); Darley & Zanna (2004)*  
Advanced graduate student panel and discussion |
|        | Annotated Bibliographies, Research Statements, CVs due |

**Recommended Texts/Readings**
Required Readings (beyond those provided by speakers)


Writing the Curriculum Vitae (n.d.) Retrieved from http://owl.english.purdue.edu/owl/resource/641/01/