EDU 634/635 Seminar in Literacy Research and Second Language Literacy
Spring 2017
Tuesdays, 4:10-6:40
Payson Smith 300, Portland and Online

Professor Andrea Stairs-Davenport, Ph.D.
218A/F Bailey Hall, Gorham, ME 04038
Email: andrea.stairs@maine.edu (best way to reach me)
Office Phone: (207) 780-5971
Office Hours: Thursdays, 2:00-4:00 in 218A/F Bailey, or by appointment via phone or videoconference or in person

Contacting the Instructor: Please use email as your primary method to contact me. I check email many times each weekday, but rarely on weekends and holidays. I generally reply to messages within 24 hours or the next workday (48 hours on the weekend). Please communicate with me via your University of Maine System email account (maine.edu hosted by Gmail). You can expect to receive all emails from me at your maine.edu account; please check this account daily or forward to your personal email account. For more information about your maine.edu email account, please visit the following link: https://usm.maine.edu/computing/student-email

Course Description
This course involves inquiry into all facets of literacy and second language education, including historical and contemporary issues and trends in research, theory, and leadership. This course addresses issues, problems, and topics in literacy, including second language literacy acquisition and instruction, through analysis and reflection of readings applied to current classroom practices. Students will synthesize their learning in literacy development, language acquisition, classroom practice, cultural diversity, and assessment to real-life situations.

Course Outcomes
Students will identify individual areas of strength and of need from the ILA or TESOL standards, particularly around professionalism, and develop appropriate course outcomes.

USM School of Education and Human Development Mission: We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Commitments
- Democracy—to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
- Civility and Caring—to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
• *Equity and Diversity*—to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
• *Social Justice*—to speak for and empower people who are disenfranchised and work towards a more just society.
• *Ethical Practice*—to engage in and insist on the highest level of professional practice.
• *Scholarship*—to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
• *Professional Learning and Continuous Improvement*—to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

**Required Texts**

A professional book selected by your small group for **book study discussions**.

Other readings will be made available on Blackboard at the Content button.

**Course Requirements and Grading**
For successful completion of this course, students must effectively meet the following course requirements and not miss three or more class sessions (100 points possible):

1. Readings and activities as listed in the Course Outline below
2. Comprehensive Examination: Required of master’s students; scored by Literacy, Language, and Culture program faculty as *meets* or *exceeds standards* based on rubric provided. CAS students should consult professor for alternate assignment.

*NOTE: Beginning in 2015, students may show evidence of passing appropriate Praxis Subject exam in lieu of completing the comprehensive exam. (ESOL=5362; Reading Specialist=5301)*

3. Attendance and Participation, On Campus and Online (50 points)
4. Co-Facilitation of Professional Development Workshop (30 points)
5. Final Course Project and Presentation: master’s students may choose from formats listed below; CAS students may choose to complete a proposal for a Capstone Project (20 points)

Final grades will be assigned using the following scale:
A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82

Final course grades will be submitted to Mainestreet *after* the online student course evaluation window has closed (typically ~2 weeks after our last class session).

Assignments must be submitted as *Word documents* (.doc or .docx) or *Google docs* so that I might track changes and make comments in the margins. Assignments submitted in other formats will not be accepted.
Submit assignments as attachments via email to andrea.stairs@maine.edu

Late assignments will lose one point for each day late; however, students granted an extension on an assignment will not lose points. If you need an extension on an assignment for any reason, please email me ahead of time to negotiate a new due date/time. You may revise individual assignments that have been graded for an improved grade; please address my comments and resubmit within one week of receiving the initial grade. The initial and revised grades are averaged for a final grade on the assignment.

**COMPREHENSIVE EXAMINATION**
Collaborate with colleagues to address the study guide themes. Complete the comprehensive examination as scheduled. **Spring 2017: Tuesday, 3/21-3/28**

**ATTENDANCE AND PARTICIPATION, FACE-TO-FACE AND ONLINE (50 points)**
Because this is an advanced seminar, it is assumed that students have considerable background knowledge and experience in literacy and language education. It is critical that all students come prepared and fully participate in all course meetings, whether face-to-face or online. Students are expected to attend all class sessions, have completed the reading for each session, and participate thoughtfully in all class and small group discussions.

Please contact me **before class** by phone or email if you will be absent. Students are responsible for obtaining handouts and notes from classmates if they are absent. Please consult the Cancellation Line (780-4800 Portland/Gorham or 753-6595 LAC) or the University’s web site (www.usm.maine.edu) if weather conditions may cause us to cancel class. No student may pass the course with three or more absences from class meetings.

**ONLINE INSTRUCTIONS:** When we meet in the discussion board online, you must make an initial post of about 300 words in response to the prompt by Tuesday at 8:00 p.m. You must facilitate your own thread and reply to at least 3 classmates’ posts with thoughtful responses that extend the conversation by Sunday at 8:00 p.m., at which time the discussion will close. For your convenience, the online session’s prompt will be posted and the discussion board opened each Sunday for weeks when we meet online. Full participation in these online discussion forums will lead to earning the full 50 points allotted.

**CO-FACILITATION OF PROFESSIONAL DEVELOPMENT WORKSHOP (30 points)**
Select an issue in literacy/ESL education that you have studied during your graduate program or one that you would like to learn more about. It would be appropriate to consult ILA’s *What’s Hot in Literacy* document in the Week 1 folder on Blackboard for ideas. Facilitate a 60-minute professional development workshop on the issue with a colleague. For planning purposes, meet with the instructor directly after class two weeks prior to your session to discuss your ideas. A short reading (hard copy or web-based) MUST be assigned at the course session one week prior to your facilitating in order to activate classmates’ prior knowledge; it may be shared through Blackboard or in hard copy. Your workshop should allow for 1.) discussion of the issue, including theory and
research on the topic, and 2.) sharing/demonstration of related strategies for practice in schools. **Your goal is to connect theory/research and practice.** For example, if your topic is literacy coaching in secondary schools, assign a related reading, plan your lesson to explore the theoretical and empirical aspects of the issue, and follow up the discussion by modeling several practical strategies for effective coaching.

**FINAL COURSE PROJECT AND PRESENTATION (20 points)**
Select an issue in literacy/ESL education that you have studied during your graduate program or one that you would like to learn more about. (You may explore the same issue as your co-facilitated lesson.) Choose a final course project format (listed below) and share your progress with the instructor and classmates throughout the semester. (CAS students may complete a Capstone Proposal in lieu of the project formats listed below.) Prepare your final project and present your project in a slideshow of about 5 slides posted to Blackboard on the last night of class. (Most computer-based presentation applications are acceptable for creating slideshows, such as PowerPoint, Prezi, or Keynote.)

*Possible Project Formats:*
Conference Presentation Proposal: Select a professional conference (TESOL, NCTE, IRA, NNETESOL, NERA, NEERO). Complete the conference proposal requirements for the issue you have explored. At the end of the course, submit the conference proposal.*

Grant Proposal: Develop and submit a grant proposal to receive funding from a school, university, or professional organization (NCTE, ILA, District’s PTA, etc.). Write the grant proposal, including all the required parts and in keeping with length, format, etc. of the granting institution. At the end of the course, submit the grant proposal.*

Journal Manuscript: Select a journal that is relevant to your topic and to your professional position. Write a paper explicitly for that journal, focusing on the formatting requirements, length, etc. for that journal. At the end of the course, submit the paper for publication.*

*NOTE: If the deadline has passed, prepare the paper with the expectation you will be submitting it for the next deadline.

**Academic Support**
If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Help is also available through the Counseling Center, 105 Payson Smith in Portland and 125 Upton Hall in Gorham (207-780-4050), and the Disability Services Center, 242 Luther Bonney in Portland (207-780-4706).

**Technology Support**
USM Help Desk via email or phone: usm-helpdesk@maine.edu (207) 780-4029
**Library Support**
USM Libraries: [http://usm.maine.edu/library](http://usm.maine.edu/library)
Click *Chat with a Librarian* located on the right-hand side of the screen to call a librarian, send an email or text, and/or read frequently asked questions.
You will need a USM student id/library card in order to access library resources from off campus (open until 4:30 p.m.): [http://usm.maine.edu/usmcard/first-card](http://usm.maine.edu/usmcard/first-card)

**EDU 634/635 COURSE OUTLINE (9 on campus, 6 online)**

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<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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| 1       | 1/17  | Introduction to the Course and Literacy Theories  
Brainstorm PD Workshop Topics                                    | See Week 1 folder on Blackboard for related files                                                              |
| 2       | 1/24  | Early Reading Theories, Behaviorism, and Constructivism               | T & M Ch. 2-4                                                                                                  |
| 3       | 1/31  | Theories of Literacy  
Development and Social Learning Perspectives                             | T & M Ch. 5 & 6  
Make post online before 8:00 p.m. on Tuesday; DB closes Sunday at 8:00 p.m.                                    |
| 4       | 2/7   | Cognitive-Processing Perspectives and Review of Literacy Theories    | T & M Ch. 7 & Appendices  
Select professional book and small groups; Select leaders for each Book Study session                           |
| 5       | 2/14  | Applying Literacy Theories                                           | Make post online before 8:00 p.m. on Tuesday; DB closes Sunday at 8:00 p.m.                                    |
|         | 2/21  | NO CLASS WINTER BREAK                                                |                                                                                                               |
| 6       | 2/28  | Book Study  
Comprehensive Examination/Praxis Review Session                   | Read professional book                                                                                         |
| 7       | 3/7   | Book Study                                                           | Read professional book  
Make post online before 8:00 pm. on Tuesday; DB closes Sunday at 8:00 p.m.                                    |
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<th></th>
<th>Date</th>
<th>Activity Description</th>
<th>Reference Details</th>
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<tbody>
<tr>
<td>8</td>
<td>3/14</td>
<td>Book Study: Share Professional Books in Short Book Talks</td>
<td>Prepare to share Professional Books; Readings found on Blackboard at the Content button</td>
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<td></td>
<td>3/14</td>
<td>The Current Literacy &amp; ESL Research and Policy Context</td>
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<td></td>
<td>3/14</td>
<td>Final Comprehensive Examination/Praxis Review Session</td>
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<td>9</td>
<td>3/21</td>
<td>Two PD Workshops</td>
<td>Readings provided by classmates</td>
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<td>Comps sent 3/21 at 7:00 p.m. and due 3/28 at 4:00 p.m.</td>
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<td>10</td>
<td>3/28 ONLINE</td>
<td>Literacy/ESL Leadership, Roles, and Professional Development</td>
<td>Readings found on Blackboard at the Content button</td>
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<tr>
<td>11</td>
<td>4/4</td>
<td>Two PD Workshops</td>
<td>Readings provided by classmates; Select topic for next week’s class</td>
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<td></td>
<td>4/4</td>
<td>Comps sent 3/21 at 7:00 p.m. and due 3/28 at 4:00 p.m.</td>
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<td>12</td>
<td>4/11 ONLINE</td>
<td>Topic TBD by class: Address IRA and TESOL Standards for Professionalism</td>
<td>Readings found on Blackboard at the Content button</td>
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<td>4/11 ONLINE</td>
<td>Make post online before 8:00 p.m. on Tuesday; DB closes Sunday at 8:00 p.m.</td>
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<td>4/18 NO CLASS</td>
<td>SPRING BREAK (local schools on vacation)</td>
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<td>13</td>
<td>4/25</td>
<td>Two PD Workshops</td>
<td>Readings provided by classmates</td>
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<td>14</td>
<td>5/2</td>
<td>Two PD Workshops</td>
<td>Readings provided by classmates</td>
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<td>15</td>
<td>5/9 ONLINE</td>
<td>Presentations of Final Projects</td>
<td>Slideshow Presentations: Post online before 8:00 p.m. on Tuesday; DB closes Sunday at 8:00 p.m.</td>
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<td>Final projects due via email to professor before midnight</td>
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<td>Sat 5/13</td>
<td>USM COMMENCEMENT</td>
<td>Celebrate! See you there!</td>
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USM COMMENCEMENT
Celebrate! See you there!