

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	677	No. of Credits	3
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COURSE TITLE	Reading Assessment, Curriculum and Strategies
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
NUMBER		TITLE		DESCRIPTION
PREQUISITES				FREQUENCY OF OFFERING
CREDITS (including credit distribution)		3+0 +1		COURSE CLASSIFICATION
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) Include syllabi.		Dept.		Course #
OTHER (please specify)				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

☐ TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

☐ CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

EDSE F677 Reading Assessment, Curriculum and Strategies

3 Credits

Offered Spring; As Demand Warrants

Use and interpretation of reading assessments. The development of effective, research-based instructional strategies for students with disabilities who experience difficulties reading in any Alaska community. Field experience required. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

EDSE F677 Reading Assessment, Curriculum and Strategies

3 Credits

Offered Spring; As Demand Warrants

Use and interpretation of reading assessments. The development of effective, research-based instructional strategies for students with disabilities who experience difficulties with reading in all Alaskan communities. Field experience required. (3+0+1)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☐ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: ☒ X

PASS/FAIL: ☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐

Yes ☐

X ☒

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

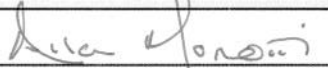
JUSTIFICATION FOR ACTION REQUESTED

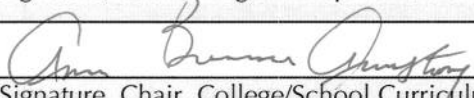
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

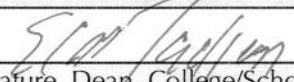
Catalog needs to reflect the amount of fieldwork required for the course.

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APPROVALS:

	Date	8-24-10
Signature, Chair, Program/Department of:		

	Date	9-07-2010
Signature, Chair, College/School Curriculum Council for:		

	Date	9/8/10
Signature, Dean, College/School of:		

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE F677 Reading Assessment, Curriculum, and Strategies
Spring 2010

Credits: 3.0

Day & Time: TBA

Location: Upark, Blackboard and/or via audio conference

Phone: (907) 474-1557

Office Hours: By appointment

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

E-mail: jhealy7@alaska.edu

Required Readings

Texts:

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*.
2nd ed. New York: New Press.

Levine, M. (2002). *A mind at a time*. New York: Simon and Schuster

Sousa, D. (2005). *How the Brain Learns to Read*. Thousand Oaks, CA: Corwin Press.

Alaska Department of Education and Early Development (2005). Alaska Content Standards. Juneau, AK

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
[Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)

- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Student must have proficiency in working with small reading groups to use and interpret reading assessments. The student will learn how to develop effective, research-based instructional strategies for students with disabilities who experience difficulties with reading in all Alaskan communities. A 15-hour field experience is required.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

Goals:

The student will learn how to assess reading using formal and informal assessments.

The student will learn how to develop effective, research-based instructional strategies for students with disabilities who experience difficulties with reading in all Alaskan communities.

Student Learning Outcomes:

1. Describe the effects of cultural and linguistic differences on growth and development (CEC #6)
2. Describe the characteristics of his/her culture and use of language and the ways in which these can differ from other cultures and uses of languages (CEC #6)

3. Describe ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
4. Plan instruction using augmentative and alternative communication systems (CEC#6)
5. Describe the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities (CEC #6)
6. Describe the typical language development and how that may differ for individuals with learning disabilities. (CEC #6)
7. Use strategies to support and enhance communication skills of individuals with exceptional learning needs (CEC #6)
8. Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. (CEC#6)

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

Readings

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments Due the day indicated on the syllabus.

Field Experience

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

ASSIGNMENTS

Overview: The course texts were selected to provide a forum for discussion about issues that teachers will encounter in their classrooms. We will be discussing the theories and philosophical ideas as related to reading instruction, AND we will be talking extensively about how these ideas can be applied to your students. It is very important that you read the texts and be prepared to talk about issues that were brought up, to react to ideas that you may not agree with, and to ask questions about things that were not clear. My questions and comments will be related to what you were expected to read. I will also post additional information on the UAF Blackboard. Some of these are diagrams which will provide a visual image that I can refer to when we are discussing a topic. I will also make reference to the texts so please bring them to class with you.

1. **Inquiries 20 points:** These are linkages to what is happening in your classroom/school. I will post a variety of inquiries that you will be expected to investigate, and then post your responses on the forum. The forum is a section of the UAF Blackboard where you can post responses, add websites, and papers and generally discuss topics. It is like the discussion board function but more versatile. We may also use the discussion board. You will need to have your responses to the Inquiries posted in a timely manner since the purpose of this activity is to share information that is relevant to what we are discussing in class. These are simple activities and should not be lengthy.
2. **Response papers 20 points:** These are responses to the reading and discussion that you can post on the Task section of the Blackboard. This is a private conversation between you and me regarding issues discussed in class. It is also expected that this will be your reflection of the issues and NOT a recap of what was said. In other words I am looking for a reaction not a repetition. The Response papers are also meant to be a discussion of the reading that has been assigned and is a means for processing information

in a manner that allows dialogue between each person and the instructor. There will be a rubric posted that outlines expectations for the responses. I am primarily looking for an honest attempt to engage with the subject, and evidence that you have read the material.

3. Case Study 200 points: There will be a lengthy description posted on the Blackboard that will act as a guide to this process. The purpose of the case study is to encourage an inquiry approach to problem solving in educational contexts. The case study will be a comprehensive look at the student from a variety of perspectives. If you are not currently teaching, please contact me immediately in order to facilitate this process. If you are teaching, and the student is one of your students, it is important to let the administrator in the school and the parents/guardians know that you will be doing a case study for this student. Although you are probably doing this in your classes anyway, it is good practice to be sure to let the parents know that this is meant to be a process where you are collecting information that will be helpful, and that the confidentiality of the issues will be protected. It is important that when you do this, that the name of the student be changed, along with obvious identifiable information that can be linked to the student.

4. Field Experience Journal (75 Points)

You are required to complete a 15-hour (NO exceptions) field experience in a school's special education setting. Your placement will be coordinated with the Director of Field Experiences, Patt Caldwell. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep a journal while engaged in this experience and turn it in weekly to the instructor.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal every Thursday before class. It will be returned to you the following Tuesday.

Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content.

Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

5. Reflective Paper (50 Points)

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no “redo” accepted.

Complete and attach the Scoring Sheet for Reflective Paper. Include a brief rationale for your score.

Scoring Sheet for Reflective Paper

Name: _____

Student's Score

Instructor's Score

Writing Rubric (rubric score x 4)

Score	Criteria
4	Organization flawless and clear Each paragraph outstandingly coherent Only minor errors in spelling, grammar and/or usage
3	Organization clear Most paragraphs well done; one or two lack unity A few errors in spelling, grammar and/or usage
2	Organization is usually clear Most paragraphs well done; three or more lack unity Some awkward formations and run-on or fragment sentences Several errors in spelling, grammar and/or usage
1	Organization is unclear Incomplete paragraphs, no unity or coherence Many awkward formations and run-on or fragment sentences Frequent errors in spelling, grammar and/or usage

Content Rubric (rubric score x 5)

Score	Criteria
4	Summary of experience vivid and informative Reaction to experience is thoroughly described Class content and additional information referenced as an integral part of the paper Language and terminology used appropriately/consistently
3	Summary of experience clear with sufficient detail Reaction to experience adequately described Connection between class content and assignment included Language and terminology used appropriately/consistently
2	A part of the assignment is neglected Assignment lacks detail and thoughtful consideration Connection between class content and assignment minimal Language and terminology are appropriately used
1	Many parts of assignment minimally addressed Many inaccuracies Connection to class content not present Language and terminology used inaccurately

Rationale for score (3 pt)

Double-spaced and size 12 print (1 pt)

Cover page (1 pt)
Log completed and attached (4 pts)
Thank-you note and addressed, stamped envelope is attached (5 pts)
Total Score (50 Possible)

There will be a comprehensive scoring guide and rubric for each component of the course. It will be posted separately on the UAF Online Blackboard.

COURSE OUTLINE

I will say from the beginning that it is my intent to keep to this outline, HOWEVER, this is a class where discussion and reflection are very important. If a topic needs to be continued until the next class, then I will post a revised schedule. I have organized this class in such a way that the assignments are not so lengthy that they will be overwhelming. I also believe that one of the best ways to interact with the texts that we will be reading will be to keep a log by jotting down notes as you read. This will help with the class discussion, and with the reflections that will be required each week.

Class 1 Overview of Course and Texts
 “Who is the struggling reader?”
 Educational contexts and the Politics of Reading

This first class will be a discussion of the course in general and some of the current themes in education which impact special education. Please note at the top of the next week is the reading selection that we will use as the basis of discussion.

INQUIRY #1: What are some of the language and reading issues where you are teaching?

Class 2 Difference or Disability?

READ: Chap. 1 in Levine, Introduction to 2006 and Introduction in Delpit, Chapter 1 and Introduction in Sousa (Take the Assessment on Page 9). Note: These readings are to be read In advance for discussion in class.

DISCUSS: Readings, Inquiries

POST: Response Paper #1 on the Task Menu

Class 3 Current Research

READ: Chapter 2 in Levine
Blackboard links on the brain- bring copies to class for discussion

INQUIRY #2: In order to be a successful reader, what must a student be able to do or know?

POST: Response Paper #2 : Task menu

Class 4 What are we learning from kids who are not learning?

READ: Levine Chapters ,3,4

There is a lot of information in these chapters. We will be talking about the text and also practical applications. You may want to think of specific kids who you can apply this information to.

INQUIRY #3: Select a student who is “troubling” and without using names, discuss what tasks seem to present the greatest difficulties. Using Levine’s ideas, what theories can you develop to explain what might be happening.

NOTE: This can be the student you plan to use for the Case Study. It is a good way to begin processing and to get ideas from others.

POST : Response Paper #3 on Task Menu

Class 5

Language: Ways with Words

READ :Levine Chapter 5 & 6
Sousa Chapters 1 & 2

INQUIRY #4 : Textbook/Materials analysis

Using some of the information about language acquisition that we have discussed so far, look at the materials that are used in your classes and discuss some of the issues that you find there (Such as vocabulary, sentence length, complexity of language, metacognitive demands, background knowledge, etc). Using this Analysis may be helpful in developing your case study.

POST :Response Paper #4 on Task menu

Class 6

Misaligned Intentions

READ: Levine Chapters 7,8,9
Sousa, Chapter 3, Teaching Reading

INQUIRY #5 : What approaches to reading and literacy does your district adopt? What are the pluses and minuses of this approach?

No Response paper due this week

Class 7

When a mind falls behind: Where is the problem?

READ:Levine 10,11,12,13

NO inquiry this week

The focus of the class discussion will be on the development of The case study. We will focus on an approach that integrates The readings and inquiries so far and how that can be applied To an inquiry approach and the development of interventions

POST: Response #5 on Task Menu

Class 8

Issues in Teaching Reading

READ: Sousa, Chapter 4, Recognizing Reading Problems
Delpit : Silenced Dialog and Language Diversity and Learning

There are many issues in this reading . Please be sure

To read and jot down ideas and responses while you are reading.

INQUIRY #6 What do other people think :Interview/talk with other teachers, administrators,parents (you do not have to interview all of these groups but it will give you richer information). Ask these groups to reflect on their views on literacy instruction, the educational strategies that are being used in reading particularly, and how effective these strategies are. The idea here is to get a variety of voices and ideas that can inform our ideas about the culture of schools as it relates to literacy instruction.

POST: Response #5 on the task menu

Class 9

Other Cultures and Communities

READ: Delpit, “Hello Grandfather”, “The Vilis Tokples School”, “Teacher Voices :Rethinking Teacher Education for Diversity”

No Inquiry this week since #6 spills into this week

POST: Response #6 on Task menu

Class 10

Reading Problems

Sousa: Chapter 5

No Inquiry

POST :Response #7 on task menu

Class 11

Putting it All together

Sousa : Chapters 6,7

POST : Response #8 on task menu

Class 12

Looking to the Future

The last section of Delpit contains many issues. I would like each Person to be responsible for a part of this last section and to lead The discussion.

Sections: p. 135-151, p.152-166,167-183

This can be done in groups but the focus is to talk about the issues raised and the relevance to practice.

NOTE: The case studies are due () Anything later will not allow me adequate time to read and evaluate what you have submitted. The case studies MUST be submitted as a WORD DOCUMENT attachment to the Task Menu located on the

HOME site. The typing should be double spaced . I cannot make comments directly on a PDF document so please do not do that unless there is no other way to submit the file. DO NOT TYPE THE PAPER DIRECTLY INTO THE BROWSER BOX. I CANNOT MAKE COMMENTS IF YOU DO THAT AND IT IS HARD TO READ IF IT IS SINGLE SPACED. I WILL NOT ACCEPT THE CASE STUDY IN ANY OTHER FORMAT THAN WORD ATTACHMENTS TO UAF Blackboard.

Class 13

Discussion of Case Studies

Class 14 Last Class and discussion of case studies

Name: _____

School: _____

Time Sheet / Log for Field Experience

[illegible]

Evaluation is based on a percentage of the total class points listed using the following grading system.

Inquiries 20 points x 6	120
Response papers 20 points x 8	160
Case Study 200 points	200
Field Experience Journal (75 Points)	75
Reflective Paper (50 Points)	50
Total Points	605

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%