



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

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**Department Website:** <http://www.concord.edu/education/>

**Course Title and Number:** RDNG 560-Action Research in Reading Education

**Course CRN # and Section:** CRN # 20714

Section # 1AS

**Credit Hours:** 3-credit hours

**Semester Taught:** Spring 2019

**Room Number:** NA (on-line)

**Course Time:** NA (on-line)

**Course Management System:** Blackboard

**Hardware/Software Needed:** Besides a personal computer, students will need access to some sort of video recording device. Students will also need access to their Concord University e-mail. In addition, students MUST be able to utilize Word, YouTube, and a video recording device.

**Prerequisites:** 24 credit hours in reading coursework and [EDUC 520](#)

**Required Texts:**

American Psychological Association. Publication manual of the American Psychological Association. (5th ed.) (2001). Washington, D.C.: American Psychological Association.

Dozier, Johnston, and Rogers. (2006). *Critical literacy critical teaching: Tools for preparing responsive teachers*. New York: Teacher's College Press.

Smith, F (2003). *Unspeakable Acts Unnatural Practices: Flaws and Fallacies in "Scientific" Reading Instruction*. Portsmouth, NH: Heinemann.

Smith, M & Wilhelm, J (2002). *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*. Portsmouth, NH: Heinemann.

Walls, J. (2006). *The Glass Castle: A Memoir*. New York, NY: Scribner.

**Highly Recommended Book:**

While this book is not required, it will help guide you in doing your action research project and writing up the various parts. Your understanding of the various elements of the project will be greatly enhanced by this book.

Johnson, A. (2011). *A Short Guide to Action Research (Fourth Edition)*. New York, Pearson.

**Other Required Materials:** An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at [www.livetext.com](http://www.livetext.com) for \$133.00. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

**Catalog Description:**

The course provides a foundation for qualitative inquiry in reading with a focus on case study research, ethnographic description, designing and conducting qualitative research. The course includes collecting and analyzing data and reporting qualitative analysis.

**Course Description/Rationale:**

Action Research in Reading Education, RDNG 560, is a capstone course that requires the candidate demonstrate content knowledge as a literacy specialist that provides the foundation for making informed and thoughtful decisions regarding the pedagogical/professional knowledge, skills, and dispositions relative to reading, writing, and spelling. The course focuses on the different dimensions of oral language and/or reading development, extensive research regarding theory, and a knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, including the integration of diverse populations and inclusive settings.

**Concord University's Mission:**

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

**Concord University Graduate Educational Goals:**

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

### **Concord University Department of Education Mission Statement**

The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

### **E-mail and Blackboard Access:**

You will have more than enough time to complete all assignments. The course will be set up in such a way as to provide the opportunity for instructor feedback, second reader proofreading, and scaffolding. Dates for assignments can be found on the class agenda and on Blackboard. All assignments must be submitted on time. There are no exceptions!

Since computer problems sometimes arise, it is highly recommended that students prepare ahead of time, back up work, and keep up with all assignments. If there is a problem with an assignment or quiz on the site, the professor reserves the right to reset said assignments, quizzes, etc. (Concord University).

### **Course Objectives:**

Upon satisfactory completion of the course, the student will be able to:

1. Demonstrate knowledge of psychological, sociological, and linguistic foundations of the reading and writing process.
2. Research and articulate knowledge of foundational theories and seminal studies regarding reading.
3. Research knowledge of language development related to cultural and linguistic diversity.
4. Identify the major components of reading.
5. Analyze and develop a comprehensive plan for reading.
6. Research effective coaching strategies.
7. Observe and evaluate effective/ineffective reading strategies in the classroom.

### **National Board for Professional Teaching Standards (NBPTS)**

**Proposition 1:** Teachers are Committed to Students and Their Learning

**Proposition 2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

**Proposition 3:** Teachers are Responsible for Managing and Monitoring Student Learning

**Proposition 4:** Teachers Think Systematically about Their Practice and Learn from Experience

**Proposition 5:** Teachers are Members of Learning Communities

**Connection to International Literacy Association Standards**

The various sections of the assignment required for this course address the following standards as set forth by the International Literacy Association:

Section I: Language and Literacy Development: (IRA Standards 1.1, 1.2, 1.3, 1.4)

Section II: Principles of New Language Acquisition: (IRA Standard 1.3)

Section III: Reading Research: (IRA Standard 1.2)

Section IV: Organizing the Reading and Writing Program: (IRA Standard 1.4)

Section V: Technology (IRA Standard 4.2)

Section VI: Creating a Literate Classroom Environment (IRA Standard 4.2)

Section VII: Observing, Evaluating, and Coaching Classroom Teachers and Paraprofessionals: (IRA Standard: 4.3, 4.4, 5.1, 5.3, 5.4)

Section VIII: Extended Evaluating (IRA: 5.1, 5.2, 5.3, 5.4)

**Alignment with 21st Century Learning**

1. Issues in Reading and Literacy will be discussed, evaluated, and applied in such a manner as to emphasize *21<sup>st</sup> Century Content*.
2. Through readings, assignments, and topics covered in class *21<sup>st</sup> Century Context* will be addressed.
3. Through the gathering of data, utilization of various forms of technology and media, and the research required for the assignments, *21<sup>st</sup> Century Technology Tools* will be a substantial part of this course.
4. Through the project based assessment and the evaluative elements of this course, students will become familiar with *21<sup>st</sup> Century Assessments*.
5. Within the assignments, readings, practices, and instruction, students will develop *21<sup>st</sup> Century Learning Skills*.

**ISTE National Education Technology Standards and Performance Indicators for Teachers**

<i>Standard</i>	<i>Methods by Which Standards are Addressed</i>
1. Facilitate and inspire student learning and creativity	<ul style="list-style-type: none"> <li>- Project based assessment</li> <li>- Research with electronic databases</li> <li>- E-mail and Blackboard</li> <li>- Create webpage or handbook</li> </ul>
2. Design and develop digital-age learning experiences and assessments	<ul style="list-style-type: none"> <li>- Webpage or handbook</li> <li>- PowerPoint Presentations</li> <li>- Research with electronic databases</li> <li>- Web search</li> </ul>
3. Model	<ul style="list-style-type: none"> <li>- Create Professional development opportunities for other teachers</li> </ul>

Digital-Age work and learning	<ul style="list-style-type: none"> <li>- Utilize e-mail and other resources to contact parents of students</li> <li>- Utilize text message and e-mail for communication</li> <li>- Research with electronic databases</li> </ul>
4. Promote and model digital citizenship and responsibility	<ul style="list-style-type: none"> <li>- Learn and apply APA citation format</li> <li>- Discuss plagiarism</li> </ul>
5. Engage in professional growth and leadership	<ul style="list-style-type: none"> <li>- Research in Reading</li> <li>- Provide staff development opportunities</li> <li>- Evaluate reading practices that involve technology</li> </ul>

**Course Objectives Aligned with National Board for Professional Teaching Standards:**

<b>National Board from Professional Teaching Standards</b>	<b>Course Objective that Meets Standard</b>
Proposition 1: Teachers are Committed to Students and Their Learning.	5, 7
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	1, 2, 3, 4
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	5, 7
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	5, 6, 7
Proposition 5: Teachers are Members of Learning Communities.	1, 2, 3, 4, 6, 7

**West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT)**

The following table links the course objectives to the Graduate Educational Goals, the West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT):

<b>Course Objectives:</b> Upon satisfactory completion of this course, the student will:	<b>WV Professional Educational Standards for Teaching (2009)</b>	<b>Praxis II Principles of Learning and Teaching (PLT)</b>	<b>National Educational Technology Standards(ISTE-NETS-T, 2008)</b>	<b>Concord University Graduate Educational Goals</b>	<b>Assessment</b>

1. Demonstrate knowledge of psychological, sociological, and linguistic foundations of the reading and writing process.	1A, 2A	IA.1-2	3d	Skills and Knowledge	Quiz #1, PPT
2. Research and articulate knowledge of foundational theories and seminal studies regarding reading.	1A	IA.1-2	3d	Skills and Knowledge	Quiz #1, DB #1, DB #2, PPT
3. Research knowledge of language development related to cultural and linguistic diversity.	1B.6 2B	IB.1, 4 IIIB	3d	Skills, Knowledge, and Attitude	DB #3, Communication and CR Management, Positive CR Environment, CR Management Plan, PPT
4. Identify the major components of reading.	1A	IVA.3		Skills and Knowledge	Motivation, Engagement, and CR Management, CR Management Plan, PPT
5. Analyze and develop a comprehensive plan for reading.	1D, 3A	IIB.1-2		Skills, Knowledge, and Attitude	DB #1, Positive CR Environment, CR Management Plan, PPT
6. Research effective coaching strategies.		IVA.2		Skills, Knowledge, and Attitude	Motivation, Engagement, and CR Management, Positive CR

					Environment, CR Management Plan, PPT
7. Observe and evaluate effective/ineffective reading strategies in the classroom.	4B-C	IVA.2-3	5c	Skills, Knowledge, and Attitude	Motivation, Engagement, and CR Management, Positive CR Environment, CR Management Plan, PPT

**Course Objectives Aligned with Concord University Graduate Educational Goals:**

Course Objective	Concord Graduate Educational Goal
Demonstrate knowledge of psychological, sociological, and linguistic foundations of the reading and writing process.	Knowledge and Skills
Research and articulate knowledge of foundational theories and seminal studies regarding reading.	Knowledge, Skills, and Attitude
Research knowledge of language development related to cultural and linguistic diversity.	Knowledge, Skills, and Attitude
Identify the major components of reading.	Knowledge
Analyze and develop a comprehensive plan for reading.	Knowledge, Skills, and Attitude
Research effective coaching strategies.	Knowledge
Observe and evaluate effective/ineffective reading strategies in the classroom.	Knowledge, Skills, and Attitude

**Course Requirements:**

**The Role of a Graduate Student**

- This is an on-line course, so the majority of the responsibility is the student's.
- Work should always be turned in on time.
- Do ALL assignments.
- Your first attempt at an assignment may be your only attempt, as you may not have the opportunity to rewrite it. This means do your best work on the first attempt. In some cases you may be allowed to rewrite a paper, but in most cases you will not, so it is important it is your best work and turned in on time.

### **Late Assignment Policy**

- Any assignment not submitted via e-mail by the due date (date and time) is subject to a twenty point deduction of the overall point value (100). No assignment will be accepted and no points will be awarded after five (5) calendar days from the due date (including weekends).
- It is suggested that student attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy. In addition, it is always a good idea to follow up with the professor to make sure the work was received.

### **Quality of Written Work:**

- Of course all work is to be typed in Word (doc.). The format is as follows: double-spaced, 1-inch or 1.5-inch margins, 12 point font, page numbers, proof that someone has proofread your paper, and in APA format. Your paper may not be collected and/or graded if one or more of these elements are missing.
- Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.

**Writing:** Students are expected to write on a college or graduate level, depending on the course in which they are enrolled. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

**Plagiarism:** It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor.

### **Assignments:**

#### **Action Research Project**

The project Description and Rubric will be attached to Blackboard and Livertext. Due dates are as follows:

Due Proposal January 28<sup>th</sup>

First part of EC Project February 18<sup>th</sup>

Due Literature Review March 4<sup>th</sup>

Due Data Collection/Methods April 1<sup>st</sup>

Due Results April 22<sup>nd</sup>

Due Web Buddy May 2<sup>nd</sup>

Due Book Group Study Video (see dates for readings below)

### **Group Book Study (Video):**

This assignment will involve uploading a video of you presenting a book that you have NOT presented in another class. In this class each student will present on one of the books. **The video will need to be uploaded by the date for which the assignment/reading is due (See dates below under Readings).** You will sign up for your book on the discussion board. Your book study will be limited to 30 minutes and must be placed on Youtube and turned in under the Assignment tab AND on the Discussion Board. The video and should include:

- An activity/strategy to get the class involved in discussing the book
- A graphic organizer (cite it)
- A explicit connection to current research in reading and literacy
- Discussion prompts

Treat this assignment as a possible Professional Development opportunity, as well as a way to inform your classmates.

### **Readings:**

In addition to the Reading Action Research Project, students will also be expected to read materials assigned by the professor and outside materials of their choosing. You are required to incorporate these materials into your project, where appropriate. These readings are meant to encourage students to think beyond their traditional reading texts and assist students in making unique contributions to the course, their profession, and their students' education. Readings will be discussed via Discussion Board or in class on the following dates:

February 11<sup>th</sup> - Smith, M & Wilhelm, J (2002)

March 18<sup>th</sup> - Dozier, Johnston, and Rogers (2006)

April 15<sup>th</sup> - Smith, F (2003)

**Grading Policy:** Student work will be graded based on the assignment requirements, which can be found in the syllabus and/or the assignment sheet for the given assignment. In some cases a rubric will be used. It is the student's responsibility to refer to the syllabus and assignment sheet, as well as contacting the instructor should they have any questions regarding an assignment.

**Make-up Policy and Late Work:** If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student's responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence.

Late work is accepted at the instructor's discretion. If a student does not turn in an assignment they should contact the instructor as soon as possible.

**Grading:**

Your final grade will be based on the following:

Action Research Project worth 100 points each for a total of 400 points

Group Book Study Video worth 100 points

Participation 100 points

Web Buddy Project worth 100 points

**Total Possible Points: 700**

**Grading Scale:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>630-700</b>	<b>560-629</b>	<b>490-559</b>	<b>420-489</b>	<b>0-419</b>

**Concord E-mail Only**

As a Concord University student you have an e-mail account. You are required to use this account for all e-mail communications with the instructor. Other e-mail messages will not be read, answered, or acknowledged. This is very important, especially when turning in assignments or receiving important updates regarding class.

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) You may be dropped from the course for have excessive absences.

In an online course the student is expected to be engaged in the material and attend to assignments, readings, discussions, and due dates. You are expected to check Blackboard at least twice a week for possible changes, messages, etc. You are also welcome to contact the professor if you have any questions.

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Academic Resources:**

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center ([asc@concord.edu](mailto:asc@concord.edu); 304-384-6074). The schedule will be posted online: <http://www.concord.edu/academics/academic-success-center/drop-tutoring>

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

### **Syllabus Disclaimer**

**“This syllabus is subject to change based on the needs of the class. Please check it regularly.”**