

ED 409: Language and Literacy in Education

PART I: Position paper on language and literacy (final course project)

There are four options for the final project to allow you to choose a problem and format that is important and engaging to you. *The final paper must draw substantially on course readings* (you may, of course, include relevant work from outside the course as well), and must be formatted as an academic paper using APA citation format.

Whichever option you choose should result in a **12-15 page (double-spaced) paper** that uses APA citation format. All final papers must draw on and engage substantially with course readings and themes. (You may, of course, include relevant work from outside the course as well). All project topics must be approved by the instructor.

Project options:

- a. A project that involves library research about a topic related to language and literacy. For example, you may want to learn more about the history and politics of English-only policies/movements; educational debates about “reading methods” and the models of language, literacy, and learning that are implied in these approaches and debates; or the rise of literacy practices associated with digital technologies, such as IM-ing, etc.
- b. A paper outlining a curricular project, in which you base an innovative curriculum or unit design on recent research and theory in language and literacy, grounding your curricular plans in a well-articulated theory of language and literacy learning (with citations).
- c. Propose and carry out a manageable, small-scale empirical research project about a current problem in language and literacy. For example, you might want to pose a question and collect data in a classroom where you are currently working or doing a practicum, and analyze data in terms of theories and concepts from the course. Or you may conduct and interview with someone about their literacy practices and analyze the interview in terms of concepts and theories from the course.
- d. A research proposal for a larger scale study to be carried out in the future. For example, you might want to do an initial literature review on a topic, pose a research question of interest to you, and write a proposal to conduct empirical research in this area in the future.

A note to Reading and Literacies students:

Reading and Literacies students should choose option A or B as their final project. All project topics must be approved by the instructor.

FINAL PAPER RUBRIC

(25 points)

| Criteria | (1) Absent or Inadequate | (3) Acceptable | (4) Outstanding | Instructor Score |
|---|--|---|--|---------------------|
| <p>Statement of the Problem</p> <p>(Focus of paper)</p> | <p>The problem or focus of the paper is not articulated in a clear, convincing way. There is little or no discussion of the significance of the problem/topic.</p> | <p>The language and literacy problem or issue taken up in the paper is articulated with some clarity, but without a fully compelling, convincing argument about <i>why</i> this topic/issue is important.</p> | <p>The language and literacy topic taken up in the paper is articulated with both clarity and conviction. A convincing rationale is given for <i>why</i> the topic is worthy, timely, and significant.</p> | |
| <p>Discussion of Relevant Literature</p> <p>(Course readings and themes, and any other materials used)</p> | <p>There is little discussion or synthesis of course theory and readings, or the discussion is very superficial.</p> | <p>The discussion of relevant literature and theory on your language and literacy topic is adequate. There is evidence of a knowledge base informed by course content. The author attempts a synthesis of relevant theoretical literatures.</p> | <p>The discussion of relevant theory and literature on your language/literacy topic is clear, critical, and convincing. The author's command of course material is obvious. The paper is provides a thoughtful and thorough synthesis of theoretical material and leads to the articulation of a clear, under girding framework for understanding the topic.</p> | |
| <p>Connections between theory and practice</p> | <p>The connections between theory and educational practice are weakly articulated, if at all.</p> | <p>The paper makes connections between <i>theoretical and research-based understandings of language and literacy</i> and <i>educational practice</i> (related to policies and/or curricular approach, instruction, classroom interaction, etc.)</p> | <p>The paper makes explicit, substantial and convincing connections between <i>theoretical and research-based understandings of language and literacy</i> and <i>educational practice</i> (related to policies and/or curricular approach, instruction, classroom interaction, etc.), and articulates a well-argued position on these connections.</p> | |

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|--|---|---|--|--|
| <p>Grounding of evidence + Significance of analysis/argument</p> | <p>The conclusions drawn are not well supported by the paper's discussion/analysis/evidence presented. There is little discussion of wider implications (for practice, research, policy, theory).</p> | <p>The conclusions drawn are supported reasonably well by the evidence/analysis presented, though with partial rather than full success. There is a summation of the central points and some discussion of wider implications (for practice, research, policy, theory).</p> | <p>The conclusions drawn are fully, richly supported by the evidence presented in the paper. There is a clear and convincing summation of the central arguments and of the wider implications (for practice, research, policy, theory).</p> | |
| <p>Clarity and academic writing (including use of APA style)</p> | <p>The paper is written in an unclear manner or does not fit the academic genre of a course paper/project. The sequencing of sections may be confusing and/or the transitions between them are absent or weak. The introductory and concluding sections of the paper may be weak or not discernable to the reader.</p> <p>APA citation style is not used.</p> | <p>The writing fits the genre of academic writing, and includes a relatively clear introduction and conclusion. The sections of the paper serve to guide the reader through the paper's discussion and argument.</p> <p>APA style is used only sporadically.</p> | <p>The paper is a well-written and organized academic paper. The sequencing of sections and transitions are smoothly achieved; the argument built up across the paper is clear and accessible for the reader. The introductory and concluding sections of the paper provide ample framing and further clarify the paper's argument and overall structure.</p> <p>APA style is used consistently.</p> | |

ED 409 Language and Literacy in Education
Reading and Literacies Final Project Rubric

PART II: IRA Standards for READING & LITERACIES teacher candidates

Based on the final paper submitted, evaluate the extent to which the candidate provided evidence of meeting the specific IRA standards listed below, using the following rubrics:

n/a: Not observable – The topic, level or context for the unit was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent** – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard at least at a basic level
4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed explanations provided by IRA for each specific standard (see http://www.reading.org/resources/issues/reports/professional_standards.html).

| IRA Standards: | n/o | 1 | 2 | 3 | 4 |
|--|------------|----------|----------|----------|----------|
| STANDARD 1: FOUNDATIONAL KNOWLEDGE <i>Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result ,reading specialist/literacy coach candidates:</i> | | | | | |
| 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories. | | | | | |
| 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading. | | | | | |
| 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read. | | | | | |
| 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. | | | | | |
| STANDARD 4: CREATING A LITERATE ENVIRONMENT <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:</i> | | | | | |
| 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students. | | | | | |
| 4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. | | | | | |
| 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities. | | | | | |
| 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice. | | | | | |