California State University, Fresno

Kremen School of Education and Human Development

Leadership for Diverse Communities

LEE 244 – RESEARCH FOR READING PROFESSIONALS

ONLINE

Introduction

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. *The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

Semester: Spring 2020	**Program:** Reading/Literacy **Program Coordinator: Maria Goff** **Department:** LEBSE
Course Name: Research for Reading Professionals	**Instructor Name: Imelda Basurto**
Units: 3.0	**Office Location:** ED 263
Time: asynchronous	**E-Mail:** ibasurto@csufresno.edu Replies can be expected within 48 hours during the week.
Location: online	**Telephone: 559/278-0285**
Website: http://fresnostate.edu/academics/canvas/	**Office Hours:** (Virtual & Face-to- Face): Tuesdays, 1:00 to 2:00 pm (PST)

Course Description
LEE 244 is designed to assist Graduate Students in the Reading/Language Arts Master's Degree program gain an in-depth understanding of the research available on the past and present issues in the field of Reading/Language Arts. Graduate students will gain a **"basic" understanding of reading research** -- quantitative, experimental, qualitative, mixed-design, teacher action research, and meta-analysis --as it pertains to the Reading/Literacy Leadership Profession. In addition, graduate students will **gather experience for writing research-based arguments/opinions** towards the following topics: Emergent Readers, Comprehension, Fluency & Vocabulary, Oral Language, English Language Learners, and Professional Concerns. The class also prepares students to conduct their research for **completing one of three culminating experiences, a thesis, a project, or the comprehensive exam**.

Course Prerequisite
Prerequisites: LEE 213, LEE 215, LEE 278, and permission from instructor. Study of past and current research in reading related to instructional issues; planning and analysis of curricula in light of current research; application of research skills.

Web-Enhanced Course
As a web-enhanced course, all students are required to have a student e-mail account, and access to Microsoft Office and the Internet. Information on obtaining these services is available at http://www.csufresno.edu/ait/ait-links.htm. We will be using "CANVAS," a Web-Based E-Learning portal system. CANVAS can be accessed 24-hours a day, seven days a week from any computer with an Internet connection. You can access the Fresno State CANVAS server at http://fresnostate.edu/academics/canvas/

Browser Recommendations
To take full advantage of all the features in CANVAS, you will need an up-to-date Web browser supported by CANVAS such as Google Chrome or Safari (No Microsoft Explorer or Firefox), and an Active Fresno State E-Mail Account. By default, CANVAS sends mail to your Fresno State Gmail account. You must check your Fresno State account frequently. If you do not normally check your Fresno State email address, please go in immediately and forward your messages to the account that you do check.

Microsoft Word (http://why.openoffice.org/index.html)

All documents that you submit must be in Microsoft Word format, PDF, or RTF, though Word is preferred because of the reviewing feature. You can purchase Microsoft Office from the Kennel bookstore (http://www.kennelbookstore.com) for a student price or you can go to the Open Office to download a free version of a word processing program that acts like Word.

Adobe Acrobat Reader (http://www.adobe.com/)

This application allows the viewing of .PDF files. If you do not have the Adobe Acrobat Reader, click on the title to link to the web site. Download the FREE Reader.

[PowerPoint Viewer](http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en) (http://www.microsoft.com/downloads/details.aspx?familyid=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en)

This is a FREE application that allows you to view PowerPoint presentations. If you already have the PowerPoint application on your computer, you do not need this viewer. Click on the title to link to the web site.

[Flash Player](http://www.adobe.com/products/flashplayer/) (http://www.adobe.com/products/flashplayer/)

This is a FREE application that allows you to enjoy the most expressive, engaging experiences on the Web that combine interactive, rich content with video, graphics and animation. Click on the title to link to the web site.

[Shockwave Player](http://www.adobe.com/products/shockwaveplayer/) (http://www.adobe.com/products/shockwaveplayer/)

This is a FREE application that allows for movies and multimedia to be displayed within your web browser. Click on the title to link to the web site.

[Java Applications (PC)](http://www.java.com/en/download/whatis_java.jsp) (http://www.java.com/en/download/whatis_java.jsp)

[Mac Click this LINK](http://developer.apple.com/java/download/) (http://developer.apple.com/java/download/)

This is a FREE plug-in that allows users to engage in chat discussions, communicate via videoconferences, and view 3D images in web browsers. Click on the title to link to the web site.

[Quick Time Player](http://www.apple.com/quicktime/download/) (http://www.apple.com/quicktime/download/)   This application will allow you to view videos. Click on the title to link to the web site.

Course Organization

Online courses through CANVAS are organized by modules. Each module contains a set of pages. Each module is like a folder. There is a folder, aka a module for every week of instruction. All modules are conducted on a scheduled asynchronous basis and are titled according to their primary focus. A sequence of activities for each module is listed on the front page of the module with readings, viewing, discussion board and assignments listed on the inside of the module pages. Assignments submitted online should be labeled last name and first name followed by first word of the assignment. All texts that you submit in CANVAS must be in Microsoft Word format. Pictures must be in .jpg and videos in .mpeg preferably in .mov (QuickTime).   Audio files must be formatted in .mp3   Contact (559) 278-7373 and talk to CANVAS tech support for more information about how to use these features.

Course Requirements

Students enrolled in this course are expected to complete all the learning activities in the modules and to attend the synchronous online live-session seminars. These live session will be conducted on Wednesday, from 6:00-7:00 p.m. (Pacific Time) in CANVAS using Zoom.

Required Readings, Textbook, and Materials

A textbook is not needed for this course since all the required readings and articles for this course are available online.

Required Article Readings (subject to change):

1. Puranik, C. S. & Lonigan, C. (2014). Emergent Writing in Preschoolers: A preliminary evidence for a theoretical framework. *Reading Research Quarterly. 49(4), pp. 453-467.*

2. Guthrie & Klauda (204). "Effects of Classroom Practices on Reading Comprehension, Engagement and Motivations for Adolescents." *Reading Research Quarterly, 49(4), pp. 387-411.*

3. Rackley, E. (2014). "Scripture-Based Discourses of Latter-day Saint and Methodists Youths." *Reading Research Quarterly. 49(4), pp. 417-435*

4. Newman, S. B. & Celano, D. (2014). "Access to print in low-income and middle-income communities: An ecological study of four neighborhoods.) *Reading Research Quarterly. 36(1)pp .8-26.*

5. Cooper, K. & White, R. (2014). "Action research in practice: critical literacy in an urban grade 3 Classroom." *Educational Action Research 14(1) March, pp. 83-99.*

6. Compton-Lily, C., Rogers, R. & Lewis, T. (2012), "Analyzing Epistemological Considerations Related to Diversity: An Integrative Critical Literature Review of Family Scholarship." *Reading Research Quarterly, 47(1)pp. 33-60.*

NOTE: All the articles are aligned with one of the following research design modules: quantitative, experimental, qualitative, mixed-methods, teacher action, and meta-analysis.

Major Assignments, Examinations and Activity Expectations

Live Sessions or Synchronous Seminars - 30 points.

All students are expected to attend and participate in three live sessions. Please inform the Instructor of Record if you are unable to attend. No make-ups.

Research Article Journal Entry – 60 points*.*

Each week, you will post at least one reaction to an assigned reading and cite its specific research method: quantitative, experimental, qualitative, mixed-methods, teacher action, and meta-analysis. This assignment should include an overall, one to two paragraph, reaction to the reading or article, and a paragraph with five research elements particular to the type of research method used by the authors in the article. These entries are worth 10 points each.

Discussion Forums – 60 points*.*

Each week, you will be asked to peruse specific content material related to the profession of reading: emergent literacy, comprehension, fluency & vocabulary, oral language, English language learners, and professional concerns.   Once you have read, scanned, and/or skimmed the material in the module pertaining to this content, you will be asked to write a one to two paragraph, research based argument, and comment to one other student's posted argument in the Discussion Forum. Please note that you may be asked to agree or disagree with your classmate's analysis or argument i*n a well-argued and/or respectful prose.* Remember to select a post that has not been responded, too! Each discussion forum prompt or question is worth 10 points.

> *Note: I grade the Discussion Forum without any regard for what anybody says in their Discussion Board. If appropriate and respectful, don't be afraid to criticize, reinterpret or add to what a class mate has said in their comment. It will not hurt their grade!*

Final Exam – 100 points

All students enrolled in this course are expected to complete a final exam. However, graduate students enrolled in the Reading/Language Arts Program and are seeking a master's degree and/or an Advanced Credential are expected to conduct some of their research for completing the final expectations for their culminating experience; where as non-Reading/Language Arts Program majors will select from two final exam options.

Final Exam for Non-Reading/Language Arts Majors: Non-seeking Master's Degree Graduate Students will develop an annotated bibliography of educational research resources as their final exam. This bibliography will consist of at least 10-15 internet resources and 10-15 research articles, published within the last five years, related to educational research and the following topics: Emergent Literacy, Comprehension, and English Learners. This bibliography should contain relevant studies, websites, blogs, biographies, and/or speeches related to "educational" research and submitted in "annotated" form. Exam must be placed onto a *Google Site Deck* (LEE 244 Website References).

Final Exam for Reading/Language Arts Majors: Reading/Language Arts graduate program students are to select one of two culminating experiences: a project or the comprehensive exam. However, advanced credential students seeking the MA and the credential are to select the comp exam.

a. PROJECT: Students opting to do a project will need to complete chapters 1, 2, 3 and submit a proposal form. Choose a question related to the field or in language arts that you wish to learn more about, research the topic, and write a literature review beyond that which you have written for ERE 220. Examine the question in depth, consult at least 20 sources for a B (30 for an A), primarily NCTE and IRA journals. Sources can be from the Internet as long as they are professional, refereed sites. Compile what you learn in a scholarly paper, typed, double-spaced. Chapter 2 must be 20 pages minimum and in APA format.   Chapter 1, the introduction helps the reader understand the big picture in about 5-7 pages. This is the place where you should write about why this topic is of personal interest to you and to the field of reading teachers. Chapter 3 will be about methods of research or methods of in-service or dissemination of your ideas. This project is worth 100 points total. Students can earn up to 15 points for chapter 1, 25 points for chapter 3, and 40 points for chapter 2, and 20 points for references entered onto the *Google Sites Webpage*. Grading will be based on content, thoroughness, organization, style, use of Standard English and APA format. The purpose in this assignment is to have you (1) learn more about research based reading instruction, (2) learn about the APA format, and (3) to refine your writing skills. (Dispositions: Reflective, Critical Thinker, Life-long Learning).

b. COMPREHENSIVE EXAM: Students opting to take the comprehensive exam will be given two questions, two per core program areas --5 areas in all--(LEE 278-Literacy Process and Practice, LEE 213-Teaching the Language Arts K-12, LEE 215-Language Issues in Reading, LEE 224-Assessment and Development of Reading Abilities, and LEE 244-Research for Reading Professionals). Students will be expected to write a 3-4 paragraphs per question with 3-4 citations per question. Students are encouraged to use the sources from their courses and/or consult internet sources from respective research journals. Eight points for every correctly answered question. The remaining points are for the references of the questions specific to Emergent Literacy, Comprehension, and English Learners. Two points per citation, for a maximum of ten citations, listed on the *Google Site Webpage*.

Participation Standards

Course Participation -- Course preparation and regular logging into CANVAS provide the best opportunity to master the material. Key to that is to read the material on a regular basis.

This course is constructed of modules conducted on a scheduled asynchronous basis. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the CANVAS web site at least 3 times a week, and participate in all modules, which means active contributions beyond simply "I agree/disagree".

In addition, there will be three or four, one-hour, virtual class meetings to answer questions and make comments. Students are required to participate in all three sessions. Synchronous online seminars will be conducted on **Tuesdays or Wednesdays, from 6:00 -7:00 pm (Pacific**

Standard Time) in CANVAS Zoom. *These are required for all students.* Missed synchronous sessions could result in an automatic lower letter grade.

Grading

CATEGORY	WEEKS	NUMBER Of ITEMS	POINTS	TOTAL
Research Article Journal Entry	1-7	6	10	60
Discussion Board Forum	1-7	6	10	60
Synchronous Seminars (*Week 8 is Optional)	Weeks 2, 4, 6, *8	3	10	30
Final Exam for Program Majors (Project or Comp) Exam)(Reference Webpage	2-8	1 1	80 20	100
Final Exam for Non-Majors (Option 1: Webpage References)	8	1	100	100

GRAND TOTAL POINTS (FOR NON-MAJORS & PROGRAM MAJORS) -- 250 PTS

<u>FINAL GRADE</u>

Your final grade is based on a combination of your total accumulated points as follows

A	250-225	**A= 90-100%**
B	224-200	**B = 80 - 89 %**
C	199-175	**C = 70 - 79 %**
D	174-150	**D = 60 - 69 %**
F	149-000	**F = 0 - 59 %**

Be aware that the actual numeric score, rather than the letter grade is recorded and used to calculate final grades. Thus, if a student obtains a "98" on an assignment, that score rather than an "A" letter grade is recorded.

Course Goals and Primary Learning Outcomes
1. Students will expand upon and apply their knowledge of the five major components of knowledge and instructional applications in elementary and secondary school settings (reading process, integrated language arts, children's & adolescent literature, second language acquisition, and assessment).
2. Students will analyze recent research on current issues in Reading/Language Arts and defend their analyses.
3. Students will read and share research on topics related to theses, projects, or comprehensive exams.

4. Students will learn about effective research-based procedures for planning, conducting, and evaluating staff development programs in K-12 settings.
5. Students will develop a plan to either: 1) develop a research paper for their project or thesis, or 2) develop several narratives and evaluations for completing research based activities in the classroom that compliments the comprehensive exam questions.

Course Policies & Safety Issues

Web-based Courses. This class is a web-based. It is the student's responsibility to check announcements and the CANVAS site at least 3 times a week. *Students must report any problems accessing material to the instructor immediately and submit screenshots of unloadable assignments.*

How to Get Help. Help Desk agents can provide immediate assistance regarding network status, resetting Blackboard passwords, etc. Help Desk agents are available via telephone by calling 278-7000 (weekdays and evenings and currently Saturday). The Help Desk can also be reached for assistance via email Help Desk (help@csufresno.edu) or visit the Help Desk Website (https://help.csufresno.edu) or their Contact Us page (https://help.csufresno.edu/contactus.php).

Netiquette – Remember our goal to have a rigorous but exciting exchange of information online and yet be kind and generous. Be respectful both of other students and the instructor. This includes using polite language and showing tolerance of the views of others, even when you disagree with them during chat sessions or bulletin board postings. Don't flame others by being overly critical or by using harsh (words like stupid or ridiculous) or stereotypical language (Boys are all more active than girls.). If you make a claim, make sure to support the claim with research, reasoning, or evidence even if it's personal. It's best to refer to arguments in a generic way rather than arguments tied to a person. For example, don't say John's ideas about round robin reading are stupid. Rather describe ineffectiveness for round robin reading leaving out John's name. For general guidelines see a guide to netiquette (www.albion.com/netiquette/book/index.html).

Plagiarism Detection. The campus subscribes to the SafeAssignment plagiarism prevention service. Students will be notified as to when assignments need to be submitted to SafeAssignment. Your work will be used by SafeAssignment for plagiarism detection and for no other purpose. The student may indicate in the first 5 days of the course in writing to the instructor that he/she refuses to participate in the SafeAssignment.com process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssignment Originality Reports will be available for your viewing.

PAPER SUBMISSION REQUIREMENTS
- All papers and assignments throughout the semester must be submitted to me through CANVAS.

- All weekly submissions must be received by midnight, Tuesday's (PST).

- I will not accept submissions sent as email attachments.

LATE POLICY

- Due to the online nature of this course, LATE assignments will not be accepted for credit.

- LATE is defined as after midnight each Tuesday, Pacific Standard Time.
  Please refer to the following time zone link to <u>determine your specific time zone</u>
  (http://www.worldtimeserver.com.)
  It is your responsibility to make sure that papers are submitted on time.

- I advise you to get started on assignments and submit them as early as possible each week to ensure that I receive them on time.

- The only acceptable excuse for a late submission is an email server error. In this case, when you resubmit, you must also submit all correspondences from your email server or from the UH server, whichever is at fault, to prove that your lateness is due to server error. This is another major encouragement for using your UH email account. If we are both using the same email system, chances for errors are less likely, especially since UH web mail is highly stable.

- I will not accept as lateness excuses the following:

  Sicknesses
  vacations
  computer hardware problems
  computer software problems
  computer viruses
  inaccessibility to a computer
  did not know about the assignment
  did not know assignment was due
  did not understand the assignment

  As a responsible student, you have some degree of control over each of the above possible excuses. The only point where you completely have no control, and when you must trust technology 100% to do the job, is when you click the "Submit" button of Blackboard. This is all about the servers, which we both have no control over, and therefore is the only acceptable excuse.

Of course, if it is my fault for some reason that your submission is late, I will accept full responsibility for that, and you will not be penalized.

Study Expectations. It is usually expected that Master's candidates will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some Master's candidates may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052 or visit the Learning Center (www.csufresno.edu/learningcenter).

University Policies

Review the University Policies (http://www.csufresno.edu/academics/policies_forms/ instruction/RequiredSyllabusPolicyStatements.htm) here.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

ONLINE COURSE SCHEDULE (Subject to Change)

DATE	TASKS	TASKS DUE
1. Week 1	Orientation	Learn about Canvas
	Course Overview	Course Expectations
	PROGRAM MAJORS ONLY: Culminating Experience	Project or Comprehensive Exam
2. Week 2	Quantitative Research	Read: Puranik Complete: Journal
	Emergent Literacy Forum	Participate: Discussion Board
	Live Session 1	**Tune in at 6:00 PM (Pacific Time)**
3. Week 3	Experimental Research	Read: Guthrie & Klauda. Complete: Journal
	Comprehension Forum	Participate: Discussion Board
	PROGRAM MAJORS	Submit Chapter 2 for Project or CE Questions 1 & 2
4.WeeK 4	Qualitative Research	Read: Rackley Complete: Journal
	Fluency & Vocabulary Forum	Participate: Discussion Board
	PROGRAM MAJORS	Submit Chapter 2 for Project or CE Questions 3 & 4
	Live Session 2	**Tune in at 6:00 PM (Pacific Time),**
5. Week 5	Mixed Methods	Read: Neuman & Celano Complete: Journal
	Oral Language Forum	Participate: Discussion Board
	PROGRAM MAJORS	Submit Chapter 3 for Project or CE Questions 5 & 6
6. Week 6	Teacher Action Research	Read: Cooper & White Complete: Journal
	English Language Learner Forum	Participate: Discussion Board
	PROGRAM MAJORS	Submit Chapter 1 for Project or CE 7 & 8
	Live Session 3	**Tune in at 6:00 PM (Pacific Time),**
7. Week 7	Meta-analysis Research	Read: Compton-Lily Complete: Journal
	Commercial Publisher Forum	Participate: Discussion Board
	PROGRAM MAJORS	Submit Proposal for Project or CE Questions 9-10
8. Week 8	Research and the Common Core State Standards	View the CCSS PPT
	Final Exam for NON-Majors	Submit Final Exam Option 1 or 2
	PROGRAM MAJORS ONLY	Submit Chapter 1-3 & Proposal for Project or CE Questions 1-10
	OPTIONAL: Live Session Q & A (For make-up or last minute questions)	**(OPTIONAL) Tune in at 6:00 PM**

Bibliography for LEE 244

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    snookered. Portsmouth, NH: Heinemann.

Dana, N.F & Yendol-Hopper, D. (2014). *The Reflective Educator's Guide to Classroom*

    Research: Learning to Teach and Teaching to Learn through Practioner Inquiry.
    Thousand Oaks, CA: Corwin Press.

Fisher, D. & Lapp, D. (Eds.) (2011). *Handbook of Research on Teaching the English Language*

    Arts. Mahwah, NJ: Erlbaum.

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    fluency, phonics, vocabulary, ELL's etc. New York, NY: Scholastic.

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    American Education Research Association.

Galvan, J. L. (2004). *Writing Literature Reviews: A guide for students of the social and*

    behavioral sciences. Glendale, CA: Pyrczak Publishing.

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    Volume IV. New York, NY: Routledge Publishers.

Mills, Geoffrey E. (2007). *Action research: A guide for the teacher researcher.* Upper Saddle River,
    N.J.: Pearson.

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Patten, M.L & Newhart, M. (2017). *Understanding Research Methods: An Overview of the Essentials*. New York, NY: Routledge Publishers.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.