



# Comp Lang&Ltrcy Assess&Interv

## READ-7263

Spring 2026 Section E02 3 Credits 01/10/2026 to 05/12/2026 Modified 01/17/2026

### Description

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This course introduces candidates to appropriate assessments to analyze P-12 students' language and literacy strengths and needs to determine interventions for progress monitoring as well as enrichment strategies. Candidates will survey formal and informal assessments, authentic assessments, instructional strategies, and purposeful materials for advanced, proficient, striving (formerly known as struggling) readers/writers, and students with dyslexia and other disorders, as well as culturally and linguistically diverse learners.

#### Requisites

Prerequisites:

Corequisites:

### Contact Information

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Instructor: Dr. Jody Barbre

- Email: [jbarbre@westga.edu](mailto:jbarbre@westga.edu)
- Phone: (678) 521-6476

**Best Way to Contact Me:** Please use email to contact me; I check it often. If you would like to meet, we can set up a time to meet via phone or Teams. Please note that the CourseDen email is different; use [jbarbre@westga.edu](mailto:jbarbre@westga.edu) for a faster response than the one in CourseDen.

### Meeting Times

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Online

- CourseDen

This course will be delivered **100% online**. This requires the online equivalent of 2,250 minutes of instruction (seat time) and an additional 4,500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Audio/video instruction	200 minutes
Online assignments	1,000 minutes
Interactive discussion	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

## Materials

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### Literacy Assessment and Metacognitive Strategies: A Resource to Inform Instruction, PreK–12

- **Author:** Stephanie L. McAndrews
- **Publisher:** Guilford Press
- **ISBN:** 978-1462543700
- **Availability:** Campus Bookstore, Amazon, Guilford Press, etc.
- **Price:** Approx. \$30.00; free online version

McAndrews, S. L. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction, preK–12*. Guilford Press.

[Click here to access a free online version of the textbook through ProQuest \(https://ebookcentral.proquest.com/lib/westga/detail.action?docID=6235950\).](https://ebookcentral.proquest.com/lib/westga/detail.action?docID=6235950)

## Outcomes

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Student Learning Outcomes	GaDOE Teacher Assessment on Performance Standards (TAPS) [ <a href="https://www.gadoe.org/SchoolImprovement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LTKES%20Documents/TAPS_Reference_Sheet%205-14.pdf">Link (https://www.gadoe.org/SchoolImprovement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LTKES%20Documents/TAPS_Reference_Sheet%205-14.pdf)</a> ]
Candidates will:	

1. Students will critically analyze and synthesize course readings, class assignments, and professional experiences to articulate how educators can best assess and monitor reading and writing progress for advanced, proficient, striving (or struggling) readers/writers; and students with dyslexia, dysgraphia, and other disorders; as well as diverse learners.	2, 3, 4, 5, 6
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2. Students will interpret a variety of formal and informal assessment data across literacy domains to determine a student's language and literacy competencies and needs and to develop measurable, research-supported learning goals related to both reading and writing.	5, 6
3. Students will plan and implement lessons that incorporate research-supported best practices to meet learning goals and critically reflect on the overall effectiveness of the enacted teaching process.	2, 3, 8

4. Students will recommend and communicate instructional strategies and interventions to caregivers and educators based on assessment data.	9, 10
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## ✓ Evaluation

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These procedures may be changed at the professor's discretion. Check CourseDen announcements for updates to the course. All assignments should be submitted via CourseDen by **11:59 p.m.** on the dates below. **Per program policy, late work is not accepted in graduate-level literacy (READ) courses.**

Assignment	Course Objective(s)	Points	Assessment Tools	Due Date
<b>Introductory Discussion Activity</b> Update your CourseDen profile and embed the video in the <i>Introductory Discussion Activity</i> forum on the discussion board in CourseDen.	N/A	5	See description and guidelines in the orientation module in CourseDen	<b>Sunday, January 18th</b>

<b>Module Discussions</b> Submit via the discussion board in CourseDen. I just wanted to let you know that your initial response post or group discussion recording is due by the first Sunday of Modules 2, 4, and 6. Your two substantial replies to your group members' posts or your summary and follow-up post should be posted by the final Sunday of Modules 2, 4, and 6.	1	10 per module = 30	See the rubric and guidelines in the syllabus and CourseDen	Modules 1-2 Discussion Initial Post / Meeting Video: Sunday, January 25th Replies / Follow-Up Post: Sunday, February 15th  Modules 3-4 Discussion Initial Post / Meeting Video: Sunday, March 1st Replies / Follow-Up Post: Sunday, March 22nd  Modules 5-6 Discussion Initial Post / Meeting Video: Sunday, April 26th Replies / Follow-Up Post: Sunday, May 3rd
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<b>Key Assessment: Literacy Case Study</b> Submit the Literacy Biography and Intervention Plan, the Tutoring Lesson Plans, and the final Literacy Case Study via the assignments dropbox under <i>Assignments</i> in CourseDen. Submit the Recorded Tutoring Session via the discussion board in CourseDen.	1, 2, 3, & 4	Literacy Biography and Intervention Plan (20) + Tutoring Lesson Plans (20) + Recorded Tutoring Session (20) + Final Key Assessment (100) = 160	See the rubric and guidelines in the syllabus and CourseDen	Literacy Biography and Intervention Plan: <b>Sunday, February 15th</b>  Tutoring Lesson Plans: <b>Sunday, March 29th</b>  Recorded Tutoring Session Video & Reflection: <b>Sunday, April 5th</b> Peer Feedback Posts: <b>Sunday, April 12th</b>  Key Assessment: Literacy Case Study: <b>Sunday, April 26th</b>
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Students will be graded using the following scale:

A = 175–195 points (90–100%)

B = 156–174 points (80–89%)

C = 136–155 points (70–79%)

F = 0–135 points (0–69%)

## Assignments

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### Module Discussions

*Modules: 2, 4, & 6; Objective: 1; Points: 10 points per two-module window (Modules 1-2, Modules 3-4, Modules 5-6)*

Throughout the semester, you are expected to participate actively in ongoing discussions with your peers. These discussions will stem from course materials, including readings and videos, as well as any supplementary articles you choose to read. During the orientation module, you will form discussion groups with fellow classmates for these exchanges. You can engage in module discussions via two options, each comprising two key components:

## Option 1: Discussion Forum

### *(1) Initial Response Post*

- Each module discussion will come with suggested discussion questions. These serve as a starting point; you can either respond directly to them or discuss other insights and takeaways from the module. Your posts will be evaluated on the depth and quality of your insights.
- Your written response should range between **400–600 words**. Alternatively, you can record a video or audio response lasting at least **6 minutes**.
- Regardless of your chosen format, reference most course materials for each module, including textbook chapters, articles, and videos. Your initial response post, whether written or recorded, should include a reference list. You are also encouraged to incorporate outside resources to bolster your responses.
- Remember, this forum is a primary way to interact with your classmates. Use it as a platform for authentic and professional dialogue rather than simply meeting a grade requirement.
- Please submit your initial responses by **the first Sunday** at 11:59 p.m. of Modules 1, 3, and 6. This allows your discussion group ample time to write their replies. Late submissions after **the first Sunday** will incur a 10% point deduction.

### *(2) Replies*

- You are required to post at **least two** thoughtful replies to your discussion group members' initial response posts by the end of the module week, specifically by **the final Sunday** of Modules 2, 4, and 6.
- In your replies, be sure to incorporate the following elements. Although labeling these components (i.e., Connection, Discussion, or Extension) is not mandatory, they should be considered as you write your replies to cover all required aspects.
  - **Connection:** Why did you choose to respond to this post?
  - **Discussion:** What questions or comments do you have for the author of the response posting?
  - **Extension:** How can you extend the conversation? (For example, you might share a specific website or blog related to the topics/concepts discussed in the initial post.)
- Here are some examples of statements that work well in replies:
  - I agree with \_\_\_\_\_ because \_\_\_\_\_.
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_.
  - I wonder about \_\_\_\_\_ because \_\_\_\_\_.
  - In my classroom, I see \_\_\_\_\_, and this seems to confirm/contradict \_\_\_\_\_.
- Here are some questions to elicit meaningful responses:
  - How did this post extend your own thinking?
  - What connections can you make to either other readings or experiences?
  - What did you agree with? What did you disagree with?
  - How can you keep this conversation going?
- If a group member hasn't posted their initial response by **the first Sunday** of Modules 1, 3, and 6, you can respond to any other student in the class to fulfill your two required replies.

## Option 2: Virtual Group Discussion

### *(1) Group Discussion Meeting*



- Instead of individual initial-response posts, your group will convene for a discussion on Zoom or a similar platform that can record sessions.
- It is your group's responsibility to determine who will schedule the virtual meetings, when they will be held, and which platform will be used for the discussions and recordings.
- Virtual group meetings should last **30–60 minutes** and foster an environment conducive to in-depth discussion.
- For each module discussion, suggested questions are provided to elicit meaningful discussion. You can respond directly to these questions or discuss other insights or lessons you've gleaned from the module.
- **Record** these meetings and **post the link** to the recording in the discussion forum by **the first Sunday** of Modules 1, 3, and 6.

## *(2) Follow-Up Post*

- Following your virtual meeting, each group member is expected to post a concise summary of the discussion, along with additional thoughts and insights, on the discussion forum. This post is due by **the final Sunday** of Modules 2, 4, and 6.
- The summary and follow-up post should range from **400 to 600 words**.
- In your follow-up post, be sure to reference the majority of the module's course materials, including textbook chapters, articles, and videos. Your post should include a reference list. You are also encouraged to cite outside resources to support your points.

**\*Please note: You and your group members may alternate between options 1 and 2 throughout the semester. However, all group members must agree on the option chosen for any given module.**

## **Substantive Posts**

To receive full credit, your initial response post and replies (option 1) or follow-up post (option 2) should be **substantive**. The following criteria will be considered when determining whether a post is substantive:

1. **Depth of Thought:** The post should demonstrate a deep understanding of the module's content. It should express your unique insights, critical thinking, and personal reflections.
2. **Use of References:** Your post should include references to the course materials, outside research, or personal experiences. These references should effectively support your ideas and arguments.
3. **Encourages Discussion:** Your post should provoke further discussion. This could be in the form of open-ended questions, proposing new ideas, or respectfully challenging existing viewpoints.
4. **Professionalism and Respect:** The tone of your post should be professional and respectful. Even when disagreeing with another's perspective, it should be done constructively and respectfully.

## **References and APA Formatting**

You must cite readings from the textbook and other assigned materials for the module in all discussion forum posts. Incorporating outside resources as supplementary material is also encouraged. When citing these resources, you must adhere to the APA (7th edition) guidelines for citations and references in your posts.

While in-text citations and reference lists are mandatory for all posts, full adherence to APA formatting is not expected within the discussion forums. Elements such as double-spacing, title pages, headers, and hanging indents, among others, are not required for discussion posts.

## Module Discussion Rubric

The following rubric will be used to assess your participation in the module discussions:

	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Beginning</i>
<b>Initial Response Post</b> (Option 1) <b>/ Follow-up Post</b> (Option 2)	Insightful, in-depth initial/summary post with excellent use of course materials and outside resources (4 points)	Solid initial/summary post with some depth and adequate use of course materials and outside resources (3 points)	Basic initial/summary post with limited depth or use of course materials and outside resources (2 points)	No or irrelevant initial/summary post (0 points)
<b>Replies</b> (Option 1) <b>/ Group Discussion</b> (Option 2)	<b>Two</b> or more thoughtful, engaging replies, or a robust group discussion lasting a minimum of <b>30 minutes</b> (5 points)	Two replies or group discussion link posted, but may lack depth or engagement; group discussion recording lasts at least 30 minutes (4 points)	Less than two replies or insufficient group discussion lasting less than 30 minutes (2 points)	No replies or no group discussion (0 points)
<b>Professionalism &amp; APA Formatting</b>	Posts/discussions are professional and respectful; posts are correctly formatted in APA style (1 point)	Posts/discussions are mostly professional and respectful; posts contain minor APA errors (0.75 points)	Posts/discussions lack professionalism; posts have multiple APA errors (0.5 points)	Posts/discussions are unprofessional; posts do not include references or in-text citations (0 points)

## Key Assessment: Literacy Case Study

*Modules: 2, 3, 5, & 6; Objectives: 1, 2, 3, & 4; Points: 160*

For the key assessment project for this course, you will complete a literacy case study report for a P–12 student experiencing reading and/or writing difficulties (i.e., student with dyslexia, striving reader, bi/multilingual student, etc.). You will need to work with your school system or an outside agency to find a student you can work with this semester. You will need the student and their parents/caregivers' permission to conduct the case study.

The report and the lessons will include a balanced, holistic approach to assessment and instruction that addresses the dimensions of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing across the content areas. The sections of the final case study report will be as follows:

1. **Student Literacy Biography:** After receiving permission from the child and their parent/guardian and administering a parent questionnaire of your choice, a student interest survey of your choice, and pretests of your choice, you will provide a detailed picture of this student as a reader and writer. You

will highlight their strengths and areas for improvement in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Please discuss the student's interests. Please paint a clear picture of this student as a reader and writer. (The narrative for this section should be at least two pages.)

2. **Assessment Results** (Pretest/Posttest Chart): You will assess the student's skills in the literacy domains of (1) phonemic awareness, (2) phonics, (3) vocabulary, (4) fluency, (5) comprehension, and (6) writing. Please refer to pages 355-356 in the textbook to view an extensive list of potential assessments you may utilize. The textbook assessments are in the appendix (pp. 355-482). Note that pages 357-358 provide details of every evaluation listed on the two previous pages (assessment name, purpose, and guidance regarding the appropriate grade level). Use your professional judgment about which assessments are necessary for your student. Still, the assessments must be from the textbook or otherwise approved by the GaDOE or the instructor (\*\*see Approved Assessments below). You will present these results in a chart **with copies of the scored assessments stored on Google Drive, OneDrive, or another cloud-based server and linked to the chart**. You may include additional rows on the chart if you choose to assess the student in other domains (e.g., motivation).
3. **Intervention Plan**: In this section, you will analyze the student's pretest results to determine areas for improvement. After a brief introduction to this section, you will determine three (3) attainable, specific, and measurable literacy goals (2 goals for reading and 1 goal for writing) that you will work with the student to help them attain over the course of the semester. You will include a brief rationale for each goal with at least one contemporary (2019 to present) research citation **from a peer-reviewed journal** to support your reasoning. (The narrative for this section should be at least two pages.)
4. **Recorded Tutoring Session**: Record one of your tutoring sessions. After watching the video, write a reflection on the overall experience. What went well and what areas for improvement do you see? You will need to be specific and delve into the details of what you did well and what you could have done better. **Please include a working hyperlink to the video at the beginning of the section**. (The narrative for this section should be at least two pages.)
5. **Recommendations**: Before completing this section, you will readminister the same assessments you administered for the pretests. Then, you will add these results to the posttest columns in the chart for Section 2: Assessment Results. Afterward, in this fifth section, you will analyze the posttest results and include your recommendations for the student in the areas of reading and writing. For example, does the student need to continue working on comprehension? How should they do so? This section should contain at least three recommendations for the parents/guardians (written in language they will understand) and three recommendations for future educators of this student. Please share the recommendations with the parents/caregivers. **Please number the three recommendations for each audience**. (The narrative for this section should be at least two pages.)
6. **Overall Reflection**: You will write a detailed reflection on the overall tutoring process—highlighting what worked, what did not, what you would do differently, etc. **Be sure to cite a variety of the course resources in this section**. (The narrative for this section should be at least two pages.)

7. **References:** All references cited throughout the report should be included here with full bibliographic citations. Make sure the citations are in **APA (7th) format**. You should have *at least five* references from **peer-reviewed journals** (see list of reputable journals in the syllabus), including a variety of course resources.

8. **Appendixes:**

- **Parent/Guardian and Student Permission Form:** Scan and insert a *clear, legible* image of the signed and dated permission form, with the parent/guardian and student signatures.
- **Parent Questionnaire and Student Interest Survey:** You may use the parent questionnaire and student survey provided in the first modules or any of the surveys in the textbook or elsewhere to ascertain information (1) from the parent(s)/guardian(s) about the student's educational background, reading interests, and abilities and (2) from the student about their interests as a reader. You should scan and insert images of the completed parent questionnaire and student survey. You may also type in their responses.
- **Tutoring Plans:** Please insert *at least four* tutoring plans. Indicate which tutoring session was videoed. Every lesson should have an *appropriate and meaningful* **technological component**.
- **Student Work Samples:** Please include *at least four* samples of the student's work. You may scan or take photos (must be clearly visible) and insert these into the document. You should insert the work samples after the appropriate tutoring plans.

**\*\*Approved Assessment:** You may select from the informal assessments in the appendices at the back of the textbook. If assessments from the textbook you may find helpful, along with examples of how you can assess a variety of literacy areas in the textbook that evaluate the various literacy domains as well. You are not limited to these suggestions:

- Student Surveys
  - Use Getting to Know You - Student Survey (p. 364)
  - Reading, Writing, and Learning Interest Inventory: Middle and Secondary Level (p. 368)
- Phonemic Awareness
  - Phoneme Blending Assessment (p. 407)
  - Phoneme Segmentation Assessment (p. 408)
- Phonological Awareness
  - Letter and Sound Identification Assessment (p. 409)
  - Phonics Skills for Grades K-3 (p. 411)
- Vocabulary
  - Synonym and Antonym Assessments (pp. 392, 397)
  - Graded Word Lists (p. 417; start two grade levels below the student's current grade)
- Fluency
  - Have the student read a passage at their level (based on graded word list results). ReadWorks.org has excellent passages. After the student is reading, complete the Fluency Assessment by Teacher (pp. 432).
- Comprehension
  - After reading the passage above, ask the student the comprehension questions that accompany it (see ReadWorks.org for questions).
  - Comprehension Retelling and Questioning Assessment Guide (p. 442)
  - Oral Reading and Comprehension Analysis Summary (p. 443)
- Writing
  - Ask the student to complete a short writing task based on the passage read above. Come up with the writing prompt. Have the student write. Allow the student to write a paragraph or two in response to the question. Score the writing using the rubric.

You may also use any of the following assessments approved by the GaDOE:

- [GaDOE-Approved Universal Reading Screeners \(https://lor2.gadoe.org/gadoe/file/12f51731-cba3-4035-a3b3-3ff318d0660b027f7/1/SBOE%20Qualified%20Dyslexia%20Screening%20Tools.pdf\)](https://lor2.gadoe.org/gadoe/file/12f51731-cba3-4035-a3b3-3ff318d0660b027f7/1/SBOE%20Qualified%20Dyslexia%20Screening%20Tools.pdf)
- [GaDOE-Approved Dyslexia Screeners \(https://lor2.gadoe.org/gadoe/file/51c2c724-114a-4a4c-b748-9d0660b027f7/1/SBOE%20Qualified%20Dyslexia%20Screening%20Tools.pdf\)](https://lor2.gadoe.org/gadoe/file/51c2c724-114a-4a4c-b748-9d0660b027f7/1/SBOE%20Qualified%20Dyslexia%20Screening%20Tools.pdf)

Some of the above assessments may be accessible through your school. There are also approved **assessments** online, such as:

- [DIBELS 8th Edition \(https://dibels.amplify.com/assessment/dibels-eighth-edition\)](https://dibels.amplify.com/assessment/dibels-eighth-edition)
- [CORE Phonics Survey \(https://spes.ncmcs.org/UserFiles/Servers/Server\\_19566293/File/Academics/Exceptional%20Children's%20Services/Phonics%20Survey.pdf\)](https://spes.ncmcs.org/UserFiles/Servers/Server_19566293/File/Academics/Exceptional%20Children's%20Services/Phonics%20Survey.pdf)

**IF YOU CHOOSE TO USE AN ASSESSMENT NOT IN THE TEXT BOOK OR ON ONE OF THE APPROVED LISTS ABOVE, YOU MUST OBTAIN APPROVAL IN WRITING DURING THE FIRST TWO WEEKS OF THE COURSE.**

You will complete the case study in manageable segments throughout the semester. **See the case study template and the exemplary example provided in Module 2.** Sections 1–3 will be submitted for feedback at the end of Module 2. Four tutoring plans will be submitted at the end of Module 3, and the Recorded Tutoring Session (Section 4) will be submitted during Module 5. The overall case study report, including the

Recommendations (Section 5) and the Overall Learning Reflection (Section 6), will be revised and submitted to CourseDen at the end of Module 6 as a single Word document. More details on the format and examples for the case study, along with related tutoring/lesson plans, are available in the course modules.

*The paper and all in-text citations and references must follow **APA (7th ed.)** documentation guidelines. The components of the project, as well as the final case study report, will be graded using the rubric below. This assignment will be submitted to Turnitin automatically.*

#### READ 7263 Key Assessment: Literacy Case Study Rubric

	<i>Exemplary (4)</i>	<i>Proficient (3)</i>	<i>Developing (2)</i>	<i>Beginning (1)</i>
<b>Section 1: Student Literacy Biography</b> (Weight: 10%)	A <b>thorough, well-written, and clear</b> picture of the student as a reader and writer is presented; several areas of strength and weakness concerning phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills are <b>thoroughly</b> discussed; the student's reading interests are also <b>thoroughly</b> discussed (10 points)	A clear picture of the student as a reader and writer is presented; areas of strength and weakness concerning several literacy domains are discussed; the student's reading interests are discussed (8–9 points)	A vague or underdeveloped picture of the student as a reader and/or writer is presented; areas of strength and weakness concerning some literacy domains are discussed; the student's reading interests may or may not be discussed (6–7 points)	Major components of the literacy biography are missing (0–5 points)
<b>Section 2: Assessment Results</b> (Weight: 5%)	A <b>variety of assessments</b> are used to assess the student's skills in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing; the chart format is clear and professionally presented with <b>detailed, specific comments</b> made throughout (5 points)	Assessments are used to assess the student's skills in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing; the chart format is clear and professionally presented with comments made throughout (4 points)	Some assessments are used to assess the student's skills in most literacy domains; analysis of the results may be missing or incomplete (3 points)	Major components of the pretest/posttest chart are missing (0–2 points)

<p><b>Section 3:</b> <b>Intervention Plan</b> (Weight: 10%)</p>	<p>A <b>well-written introduction</b> precedes goals; <b>three attainable, measurable, and specific</b> literacy goals (2 goals for reading and 1 goal for writing) are included, and a well-written rationale for each goal with at least one <b>research citation per rationale</b> is included (10 points)</p>	<p>An introduction precedes goals; three specific literacy goals (2 goals for reading and 1 goal for writing) are included, and a rationale for each goal with at least one research citation per rationale is included (8–9 points)</p>	<p>Literacy goals are included, but the goals may be vague or unattainable; a brief rationale for each goal is included (6–7 points)</p>	<p>Major components of the intervention plan are missing (0–5 points)</p>
<p><b>Section 4: Recorded Tutoring Session</b> (Weight: 20%)</p>	<p>A <b>thorough, well-written</b> reflection on the strengths and weaknesses of the tutoring session is included; <b>specific</b> details are provided concerning what went well and what the tutor could have done better; an <b>accessible</b> URL to the video is included toward the beginning of the narrative (20 points)</p>	<p>A reflection on the strengths and/or weaknesses of the tutoring session is included; some details are provided concerning what went well and what the tutor could have done better; a URL to the video is included toward the beginning of the narrative (16–19 points)</p>	<p>An underdeveloped or vague reflection on the strengths and/or weaknesses of the tutoring session is included; minimal details are provided concerning what went well and what the tutor could have done better (14–15 points)</p>	<p>Major components of the video reflection are missing (0–13 points)</p>

<p><b>Section 5: Recommendations</b> (Weight: 10%)</p>	<p><b>Thorough, well-written</b> recommendations for the student in the areas of reading and writing are provided; at least <b>three</b> recommendations for the caregivers (written in language they understand) and <b>three</b> recommendations for educators of this student are specified (10 points)</p>	<p>Recommendations for the student in the areas of reading and writing are provided; at least three recommendations for the caregivers (written in language they understand) and three recommendations for future educators of this student are specified (8–9 points)</p>	<p>Some recommendations were provided, but the recommendations may be vague, underdeveloped, and/or only loosely connected to the student's posttest scores; recommendations to caregivers may not be written with parents in mind (6–7 points)</p>	<p>Major components of the recommendations are missing (0–5 points)</p>
<p><b>Section 6: Overall Reflection</b> (Weight: 10%)</p>	<p>A <b>thorough, well-written</b> reflection on the overall process is included that provides <b>many specific details</b> about what worked, what did not, and what the tutor would do differently; a <b>wide variety</b> of course resources and/or outside research are cited (10 points)</p>	<p>A well-developed reflection on the process is included that provides some specific details about what worked, what did not, and what the tutor would do differently; several course resources and/or outside research are cited (8–9 points)</p>	<p>A brief reflection on the overall process is included that vaguely describes what worked, what did not, and what the tutor would do differently; minimal course resources and/or outside research are cited (6–7 points)</p>	<p>Major components of the overall reflection are missing (0–5 points)</p>
<p><b>References</b> (Weight: 5%)</p>	<p><b>All</b> references cited throughout the report have full bibliographical citations in the references list; <b>all</b> citations are in APA (7th ed.) format; at least <b>five</b> contemporary (2014 to present) references from <b>peer-reviewed journals</b> are included (5 points)</p>	<p>Most references cited throughout the report have full bibliographical citations in the references list; most citations are in APA format; at least four contemporary references from peer-reviewed journals are included (4 points)</p>	<p>Some references cited throughout the report have full bibliographical citations in the references list; some citations are in APA format; at least three references are included (3 points)</p>	<p>Less than three references are included; most references are not in APA format (0–2 points)</p>



<b>Appendices A–C: Forms and Surveys</b> (Weight: 5%)	Appendices A, B, and C are present; <b>all</b> images and text are visible and easy to read; <b>all</b> three appendices are presented <b>professionally</b> (5 points)	Appendices A, B, and C are present; most images and text are visible but may not be easy to read (4 points)	One appendix is missing (3 points)	More than one appendix is missing (0–2 points)
<b>Appendices D–G: Tutoring Plans and Work Samples</b> (Weight: 20%)	<b>Four well-developed</b> tutoring plans are present that include <b>all</b> required elements on the tutoring plan template with <b>meaningful, purposeful</b> utilization of technology; at least <b>four</b> samples of student work are included (19–20 points)	Four tutoring plans are present that include most required elements on the tutoring plan template with utilization of technology; at least four samples of student work are included (16–18 points)	At least three tutoring plans are present that include most elements on the tutoring plan template; at least two samples of student work are included (14–15 points)	Less than three tutoring plans or two student work samples are included, or other significant components of the tutoring plans are missing (0–13 points)
<b>Writing Conventions and APA Formatting</b> (Weight: 5%)	<b>No</b> misspellings or grammatical errors present; <b>no</b> APA formatting errors (5 points)	Minimal misspellings or grammatical errors present; minimal APA formatting errors (4 points)	Some misspellings or grammatical errors present; some APA formatting errors (3 points)	Many misspellings or grammatical errors present; many APA formatting errors (0–2 points)

## Schedule

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When	Topic	Notes
<b>Module 0</b> <b>Saturday,</b> January 10th through Sunday, January 18th	Welcome to the Course!	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to the Course &amp; Module 0!" website, which includes an introduction to the course and Module 0, orientation videos on navigating the course, module learning objectives, and other important information about the course.</li> <li>2. Read the Syllabus (which includes the Course Schedule), noting all key course and institutional dates on your personal calendar. Post any questions in the Peer-to-Peer Course Q&amp;A Board.</li> <li>3. Get to know your classmates by engaging in the <b>Introductory Discussion Activity</b> by the deadlines posted in the CourseDen Calendar.</li> <li>4. Add your information to the <b>Module Discussion Group Planning</b> Google Drive document.</li> <li>5. Become familiar with the UWG Writing Center and other APA and writing resources in Module 0. You will reference these resources throughout the course.</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Introductory Discussion Activity: <b>Sunday, January 18th</b></li> <li>2. Module Discussion Group Planning: <b>Sunday, January 18th</b></li> </ol>

When	Topic	Notes
<b>Module 1</b> <b>Sunday</b> , January 15th through Sunday, January 25th (1 week)	Literacy Assessment and Intervention	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 1!" page, which includes the module overview and learning objectives.</li> <li>2. Read chapter 1 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Early Identification of Dyslexia" (Colenbrander et al., 2018), "It's Time to be Scientific about Dyslexia" (Elliott, 2020), and "Dyslexia: What Reading Teachers Need to Know" (Johnston, 2019).</li> <li>4. Review the <a href="https://www.readingrockets.org/strategies">Reading Rockets Classroom Strategies</a> (<a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a>) website for effective, research-based strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing that you use with your student throughout the semester. Each strategy is categorized by literacy domain, and detailed instructions and videos illustrating how to implement the strategies are included.</li> <li>5. Participate in the <b>Modules 1-2 Discussion</b> by writing an initial response post and replying to group members' posts (option 1) or conducting a virtual group meeting and posting a recording and summary/follow-up post (option 2). Initial response posts or recordings of group meetings should be posted by the first Sunday (1/25); two replies to group members or a summary/follow-up post are due by the final Sunday (2/15).</li> <li>6. Get started on the preliminary steps to begin your Case Study Project. Select a willing and appropriate participant (a P–12 student with a reading/writing difficulty) for your case study project and obtain permission from the student <u>and</u> their parent/guardian. Also, go ahead and ask the parent/guardian to fill out a parent/guardian questionnaire. (See permission form and questionnaire example in Module 1.)</li> </ol> <p><b>Assignments/Due Dates</b></p> <ol style="list-style-type: none"> <li>1. Modules 1-2 Discussion Initial Post / Meeting Video: <b>Sunday, February 1st (update)</b></li> </ol>

When	Topic	Notes
<b>Module 2</b> Monday, January 26th through Sunday, February 15th (3 weeks)	Building Positive Relationships	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 2!" page, which includes the module overview and learning objectives.</li> <li>2. Read chapter 2 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Motivation to Read Profile-Revised" (Malloy et al., 2013) and "Promise of the Science of Reading for All Children" (Terry, 2021). (Those who teach secondary learners are encouraged, but not required, to read Pitcher et al.'s [2007] Adolescent Motivation to Read Profile.)</li> <li>4. View the video <a href="https://www.youtube.com/watch?v=ERSZb2wHFDw">How to Inspire Every Child to be a Lifelong Reader</a> (https://www.youtube.com/watch?v=ERSZb2wHFDw). (Irby, 2018).</li> <li>5. Participate in the <b>Modules 1-2 Discussion</b> by writing an initial response post and replying to group members' posts (option 1) or conducting a virtual group meeting and posting a recording and summary/follow-up post (option 2). Initial response posts or recordings of group meetings should be posted by the first Sunday (1/25); two replies to group members or a summary/follow-up post are due by the final Sunday (2/15).</li> <li>6. If you haven't already done so, obtain permission from the student and parent/guardian, administer a parent questionnaire, a student interest survey, and pre-assessments, and plan your course of action. Using the template provided in Module 2, write the first part of your case study report, the <b>Literacy Biography and Intervention Plan</b> (Sections 1–3), and submit to CourseDen. (See Exemplary Case Study Report Examples, Student Interest Survey, and Pretest/Posttest Chart in Module 2.)</li> <li>7. Begin conducting tutoring sessions. You are expected to meet with your student weekly throughout the semester. As a representative sample of your collective work with the student, at least four tutoring lesson plans will be submitted at the end of Module 3 (see Tutoring Lesson Plan Template in Module 2). Remember, one of these plans will be recorded and used for a detailed reflection (Section 4) you will submit at the end of Module 5.</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Modules 1-2 Discussion  Replies / Follow-Up Post: <b>Sunday, February 15th</b></li> <li>2. Literacy Biography and Intervention Plan: <b>Sunday, February 15th</b></li> </ol>

When	Topic	Notes
<b>Module 3</b> Monday, February 16th through Sunday, March 1st (3 weeks)	Language Development and Word Analysis	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 3!" page, which includes the module overview and learning objectives.</li> <li>2. Read chapters 3–4 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Word Knowledge Instruction" (Ganske &amp; Heller, 2022); "Stages, Phases, Repertoires, and Waves: Learning to Spell and Read Words" (Templeton, 2020); and "Morphological Analysis Instruction in the Elementary Grades" (Manyak et al., 2018).</li> <li>4. View the webinar <a href="https://youtu.be/GiadZg-p1Q8">Reading Skill Your Students are Missing (https://youtu.be/GiadZg-p1Q8)</a> (Heggerty, 2022) and Dr. Diane August's video lecture <a href="https://youtu.be/7XKS6WitD10">Teaching Academic English (https://youtu.be/7XKS6WitD10)</a> (Reading Rockets, 2013).</li> <li>5. Using the tutoring plan template provided, begin work on the four <b>Tutoring Lesson Plans</b>, due November 10. Remember to include a brief research-based rationale for the literacy strategy you use in each plan. Each plan should focus on a separate literacy strategy. Continue tutoring sessions.</li> <li>6. Participate in the <b>Modules 3-4 Discussion</b> by writing an initial response post and replying to group members' posts (option 1), or by conducting a virtual group meeting and posting a recording and a summary/follow-up post (option 2). Initial response posts or recordings of group meetings should be posted by the first Sunday (3/1); two replies to group members or a summary/follow-up post are due by the final Sunday (3/22).</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Initial Post / Meeting Video: <b>Sunday, March 1st</b></li> </ol>

When	Topic	Notes
<b>Module 4</b> Monday, March 2nd through Sunday, March 29th (3 weeks)  <i>**Note, Spring Break (3/16-3/20) falls within this module and is not included**</i>	Reading Fluency and Prosody	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 4!" page, which includes the module overview and learning objectives.</li> <li>2. Read chapter 5 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Repeated Reading to Improve Fluency" (Guerin &amp; Murphy, 2015), "Revisiting Repeated Reading" (Paige et al., 2022), and "Readers Who Struggle" (Rasinski, 2017).</li> <li>4. View Dr. Tim Rasinski's video lecture, <a href="https://youtube.com/mi_4usvE">The "Essentials" of Developing Reading Fluency</a> (<a href="https://youtube.com/mi_4usvE">https://youtube.com/mi_4usvE</a>) (Scholastic, 2014).</li> <li>5. Using the tutoring plan template provided, write and submit four <b>Tutoring Lesson Plans</b> via CourseDen. Remember to include a brief research-based rationale for the literacy strategy you use in each plan. Each plan should focus on a separate literacy strategy. Continue tutoring sessions.</li> <li>6. Participate in the <b>Modules 3-4 Discussion</b> by writing an initial response post and replying to group members' posts (option 1), or by conducting a virtual group meeting and posting a recording and a summary/follow-up post (option 2). Initial response posts or recordings of group meetings should be posted by the first Sunday (3/1); two replies to group members or a summary/follow-up post are due by the second-to-last Sunday (3/22).</li> <li>7. Continue conducting tutoring sessions with your student.</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Modules 3-4 Discussion Replies / Follow-Up Post: <b>Sunday, March 22</b></li> <li>2. Tutoring Lesson Plans: <b>Sunday, March 29</b></li> </ol>

When	Topic	Notes
<b>Module 5</b> Monday, March 30th through Sunday, March 12th (2 weeks)	Reading, Listening, and Viewing Comprehension	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 5!" page, which includes the module overview and learning objectives.</li> <li>2. Read Chapter 6 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Sentence Stems that Support Reading Comprehension" (Rodriguez-Mojica &amp; Briceño, 2018) and "The Science of Reading Comprehension Instruction" (Duke et al., 2021).</li> <li>4. View the video <a href="https://youtu.be/9w_hkEh2cBo?feature=shared">Science of Reading Comprehension Instruction (https://youtu.be/9w_hkEh2cBo?feature=shared)</a> (Pearson, 2021).</li> <li>5. Record one of your tutoring sessions and write a detailed reflection on your performance. Embed the recording in the <b>Recorded Tutoring Session</b> discussion forum by the first Sunday (4/5). Insert the written lesson reflection directly under the embedded video in the forum post. (You will add a link to the video and your reflection to the larger case study document as Section 4 when you submit the final case study at the end of Module 6.)</li> <li>6. View the recorded tutoring sessions of at least <b>two</b> module discussion group members and post your feedback as replies to their lesson reflection posts by the second Sunday (4/12).</li> <li>7. To help manage your time for upcoming assignments, you are encouraged to go ahead and write your initial response (or conduct virtual meetings) for the Module 5/6 Discussion (due 4/26).</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Recorded Tutoring Session Video &amp; Reflection: <b>Sunday, April 5th</b>  Feedback Posts: <b>Sunday, April 12th</b></li> </ol>

When	Topic	Notes
<b>Module 6</b> Monday, April 13th through Sunday, May 3rd (3 weeks)	Writing Composition and Visual Representation	<p><b>Checklist:</b></p> <ol style="list-style-type: none"> <li>1. Read the "Welcome to Module 6!" page, which includes the module overview and learning objectives.</li> <li>2. Read chapter 7 in the textbook <i>Literacy Assessment and Metacognitive Strategies</i> (McAndrews, 2020).</li> <li>3. Read the articles "Building Inclusivity and Empathy through Writers' Workshop" (Beschoner &amp; Hall, 2021) and "The Sciences of Reading and Writing" (Graham, 2020).</li> <li>4. View the video <a href="https://youtu.be/zXsZ0tgpJSM?feature=shared&amp;t=348">The Writing Rope and Effective Writing Instruction (https://youtu.be/zXsZ0tgpJSM?feature=shared&amp;t=348)</a> (Sedita, 2022).</li> <li>5. Participate in the <b>Modules 5-6 Discussion</b> by writing an initial response post and replying to group members' posts (option 1) or conducting a virtual group meeting and posting a recording and summary/follow-up post (option 2). Initial response posts or recordings of group meetings should be posted by the first Sunday (4/26); two replies to group members or a summary/follow-up post are due by the final Sunday (5/3).</li> <li>6. Administer post-assessments, record the results on the chart in Section 2, and write the Recommendations section of your case study report (Section 5). Then, write the overall learning reflection (Section 6) and revise all sections. Submit the <b>Key Assessment: Literacy Case Study</b>, the final case study report with appendices, including all four tutoring plans and at least four student work samples, as a single Word document to CourseDen.</li> <li>7. Complete the <b>Student Evaluation of Instruction</b> (Course Evaluation) by May 4th and send proof of completion to the instructor.</li> </ol> <p><b>Assignments/Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Modules 5-6 Discussion Initial Post / Meeting Video: <b>Sunday, April 26th</b>  Replies / Follow-Up Post: <b>Sunday, May 3rd</b></li> <li>2. Key Assessment: Literacy Case Study: <b>Sunday, April 26th</b></li> <li>3. Student Evaluation of Instruction (Course Evaluation): <b>May 4th</b></li> </ol>

Course calendar and related activities

## \* Course Policies and Resources

### Academic Expectations

Preparation and active and positive participation in all discussions and activities is expected. For this course, a growth-oriented perspective is essential for success. A UWG graduate student should be able to interpret and integrate information and express thoughts coherently in oral and in written form. **This is especially**



**true for educators.** Therefore, all work should be **proofread** to ensure that the writing is academic in nature and adheres to the conventions of Standard American English (i.e., proper grammar, spelling, capitalization, punctuation, etc.). Education is a science; therefore, all papers should be formatted according to APA (7th ed.) guidelines—not MLA. Additionally, all in-text and bibliographical citations should meet APA (7th ed.) guidelines. Written work must be completed in a typed, double-spaced format with Times New Roman or similar font, size 12, and 1-inch margins on all sides unless otherwise indicated. **Grades will be reduced if these guidelines are not *meticulously* followed.**

## Academic Honesty

All work completed in this course must be **original work developed this semester**. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. Please see the AI Policy listed below.

## Attendance Policy

All coursework is completed online. To demonstrate attendance, however, a student must post in the online discussion during the first week of the course to be considered as attending class. Students who do not post an introductory post during the first week of the course may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for verifying their attendance by contacting the course instructor and participating in the online discussion.

## Extra Credit

There will be no extra credit opportunities provided in this course.

## Late Work

Per program policy, late work is **not** accepted in graduate-level literacy (READ) courses. All assignments are due by 11:59 p.m. (Eastern) on the due date. It is the student's responsibility to be aware of assigned due dates. Extenuating circumstances will be considered on a case-by-case basis, but email communication with the instructor, along with accompanying documentation, is required.

Technology issues are **not** an excuse for turning in assignments late.

## Professional Conduct

Students are expected to adhere to all UWG policies and rules and to maintain a professional demeanor in work ethic, assignments, and correspondence. For the purposes of this course, professionalism includes: participating and interacting in class activities, collaborating and working equitably with colleagues, turning in assignments on time, and treating colleagues and the professor with respect.

# Course Evaluation

Students can provide the professor with anonymous feedback through the online Student Evaluation of Instruction (SEI). You will receive a notification about this on the CourseDen homepage. Don't forget to complete the evaluation.

## Email Policy

All correspondence from the professor will be posted on CourseDen and/or sent only to the student's UWG email. UWG students are provided a MyUWG email account, which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University-related information and to check CourseDen for assignments, handouts, discussions, and/or schedule changes. Further, student correspondences that lack professionalism, first and last name, course name, section, and number may not be returned.

## Course Communication Expectations

To maintain a cordial and productive learning environment, it is expected that you observe the following communication expectations:

- Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, whether by electronic means, telephone, or face-to-face.
- Written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms.
- Video interactions reflect a respectful tone in verbal communication and body language.
- Spelling and grammar are correct.

## Online Communication Etiquette

Communication in an online environment takes special consideration:

- Be sensitive and reflective of what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame: These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.
- Do not read emotion into an email or feedback comment.

## Technology Requirements

The following policy outlines the minimum technology requirements for successful participation in online courses. Please read carefully to ensure you have access to all necessary tools and applications.

- **Reliable Internet connection:** This course is delivered through D2L/CourseDen and involves numerous interactive online activities. A reliable, high-speed Internet connection is crucial for accessing course materials, completing assignments, and participating in group discussions or presentations.
- **Computer hardware:** Students will need a laptop or desktop computer capable of running the necessary software and applications. Mobile devices may not provide a sufficient platform for completing all course activities.
- **Software applications:**
  - PDF reader: Some of our course materials will be provided in PDF format. You will need a PDF reader, such as Adobe Acrobat Reader, to view these documents.
  - Microsoft Word (or equivalent): Assignments must be submitted in a format compatible with Microsoft Word. If you do not have access to Word, you can use Google Docs or another compatible word-processing application as long as it can save documents in **.docx** format.
  - Microsoft PowerPoint (or equivalent): You will need access to Microsoft PowerPoint or a similar application for creating presentations. Google Slides is an alternative that you can access through your UWG Google Drive account.
  - Screen recording software: This course may require you to create voiceover presentations. Free screen recording software, such as Loom or Screencastify, should be utilized for these assignments.
  - Virtual discussion software: Our course may use software such as Zoom for group discussions and virtual meetings. Ensure you have downloaded the necessary applications and are comfortable using them.

The University provides all enrolled students free access to Google Drive, Microsoft Office products (including Word and PowerPoint), and Zoom. If you do not already have access to these tools or need help accessing them, please visit [Techwest Student ITS Support \(https://www.westga.edu/its/sits/\)](https://www.westga.edu/its/sits/).

Please note that there should be no need for additional software purchases for this course. However, should any additional tools or applications become necessary, students will be informed promptly and given clear instructions on obtaining them.

## Technology Issues

**Please do not contact the professor directly with technology issues.** For any CourseDen help or assistance using some of the more common third-party tools, you are encouraged to contact [Techwest Student ITS Support \(https://www.westga.edu/its/sits/\)](https://www.westga.edu/its/sits/). For weekend/holiday support, email [servicedesk@westga.edu](mailto:servicedesk@westga.edu) to generate a ticket for assistance. Someone will call you back on the next business day.

## Response Times

I normally respond to emails within 24–48 hours, and I will make every attempt to return major assignments within 5–7 business days, but the amount of feedback required may extend that time.

# Diversity and Inclusion Statement

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know how I can improve the course's effectiveness for you personally, other students, or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Continuing Improvement:** Please let me know if anything said or done in the classroom, by either other students or me, is particularly troubling, causes discomfort, or causes offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored. It is something I consider very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue. I (like many people) am still learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.
2. Discuss the situation with the class. Chances are, there is at least one other student in the class who had a similar response to the material. Discussion enhances all class participants' understanding of the context and impact of the course material and class discussions.
3. Please notify me of the issue through another source, such as your academic advisor, a trusted faculty member, or a peer. If, for any reason, you do not feel comfortable discussing the issue directly with me, I encourage you to seek another, more comfortable avenue to address it.
4. If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
5. If you feel your performance in the class is being affected by experiences outside the class, please don't hesitate to talk with me. I want to be a resource for you.

## Writing Expectations

Students will write in standard American English, defined as the rules and patterns of English used by educated citizens. These expectations include writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA (7th ed.) formatting.

***Always proofread your writing before submitting an assignment for a grade.***

COE Writing Rubric

1 = <i>Beginning</i>	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g., word choice and order often do not make sense or are confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = <i>Developing</i>	Ideas are mostly simplistic and unfocused; there is little awareness of the intended audience; paragraphs are mostly standalones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = <i>Proficient</i>	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (i.e., with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = <i>Exemplary</i>	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length; the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.



## Generative Artificial Intelligence Course Policy

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In this course, Gen AI tools are **permitted only in specific contexts** to support your learning and assignments. You may use Generative AI to brainstorm instructional strategies or lesson plans, generate assessment examples, or draft outlines for initial reflections. However, all work must be clearly marked, critically reviewed, revised, and cited correctly to align with your voice and understanding of course concepts.

While Gen AI tools can help brainstorm ideas or provide initial, outlined drafts, all submitted work should reflect your own voice, writing style, and critical thinking. Simply copying and pasting AI-generated text—especially when it lacks the depth, accuracy, or personal insight that comes from your unique understanding—will not meet the expectations of this course. Your work should demonstrate your engagement with the material and thoughtful application of evidence-based practices rather than relying on AI as a shortcut.

Failure to mark, cite, or acknowledge the use of Gen AI tools could constitute plagiarism. Gen AI output must also be supported and validated with scholarly research from print sources and/or digital databases.

Refer to the [APA Style Blog on citing ChatGPT](#) for guidance on citing Gen AI. Any misuse or violation of these guidelines will be subject to the academic and disciplinary policies outlined in the UWG Honor Code (see the [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest)).

## College/School Policies

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### College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

### College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

## Institutional Policies

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### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism\*, cheating\*, fabrications\*, aid of academic dishonesty, lying, bribery or threats, and stealing.

When a student chooses to enroll at the University of West Georgia students pledge the following:

*Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

*I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php).

# Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

**Accessibility Services:** Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

## Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys\\_kb\\_id=ca44bc8ac3fb92107db3b2459901312b&id=kb\\_article\\_view&sysparm\\_rank=1&sysparm\\_queryId=c5732703c344b2107db3b2459901316d\)](https://uwgonline.service-now.com/kb?sys_kb_id=ca44bc8ac3fb92107db3b2459901312b&id=kb_article_view&sysparm_rank=1&sysparm_queryId=c5732703c344b2107db3b2459901316d), and technology requirements, visit this [UWG Online Knowledge Base \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/).

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb\\_article\\_view%26sysparm\\_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vhm-Y9CAGpzHoFZpHngPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).



## Assistance with UWG-Supported Technologies

The [Office of Information Technology Services \(SITS\)](https://www.westga.edu/its/sits/index.php) (<https://www.westga.edu/its/sits/index.php>) assists students with technology support in a variety of ways including login issues, password resets, OneLogin, Campus Wi-Fi, Microsoft Office 365, GoUWG Mobile App and more. For more information, contact them at 678-839-6587 or [servicedesk@westga.edu](mailto:servicedesk@westga.edu).

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## Confidential Resources

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). (<https://www.westga.edu/student-services/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Student Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern, please go to [UWGcares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for students.

### Office of the University Ombuds

The [Office of the University Ombuds](https://www.westga.edu/ombuds/) (<https://www.westga.edu/ombuds/>) offers an informal, neutral, and confidential space in which to consult about possible approaches to take when dealing with university-related conflicts or concerns. The Ombuds Office can discuss options for paths forward, make referrals to appropriate individuals, offices, or resources, explain university policies and procedures, escalate concerns to leadership, and, when requested, facilitate conversations between conflicting parties.



# ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page \(https://www.westga.edu/isap/ell-resources.php\)](https://www.westga.edu/isap/ell-resources.php) for more information.

## Office of Title IX and Equal Opportunity

The Office of Title IX/ADA & Equal Opportunity is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination based on race, color, national origin, sex (includes gender identity, sexual orientation and/or pregnancy), disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

### Discrimination and Harassment

Students wishing to report discrimination or harassment may contact the [Office of Title IX and Equal Opportunity \(https://www.westga.edu/administration/president/title-nine/index.php\)](https://www.westga.edu/administration/president/title-nine/index.php).

### Pregnancy and Parenting Accommodations

Pregnant and parenting students and employees are entitled to reasonable accommodations. To submit a Pregnancy and Parenting Accommodation request, please visit our [Pregnancy and Parenting site \(https://www.westga.edu/administration/president/title-nine/pregnant\\_and\\_parenting\\_rights.php\)](https://www.westga.edu/administration/president/title-nine/pregnant_and_parenting_rights.php).

## Additional Items

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### Important UWG Links

- [CourseDen D2L Home Page \(https://westga.view.usg.edu/\)](https://westga.view.usg.edu/)
- [D2L Help Center \(https://d2lhelp.view.usg.edu/\)](https://d2lhelp.view.usg.edu/)
- [University Bookstore \(http://www.bookstore.westga.edu/\)](http://www.bookstore.westga.edu/)
- [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/)
- [UWG Online Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php)
- [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/)
- [Ingram Library Resources for Distance Learners \(https://www.westga.edu/library/distance-learners.php\)](https://www.westga.edu/library/distance-learners.php)
- [Ingram Library Services \(http://www.westga.edu/library/\)](http://www.westga.edu/library/)
- [Proctored Exams \(http://uwgonline.westga.edu/exams.php#student\)](http://uwgonline.westga.edu/exams.php#student)
- [UWG Accessibility Statements for Technology \(https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Ag3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f\)](https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Ag3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f)

### Peer-Reviewed Literacy Journals

The following are examples of reputable, peer-reviewed scientific journals in the field of reading and literacy education, though there are many others:

- *The Reading Teacher*
- *Journal of Literacy Research*
- *TESOL Quarterly* (bi/multilingual students)
- *Journal of Learning Disabilities*
- *Reading Research Quarterly*
- *Journal of Educational Psychology*
- *Journal of Educational Research*
- *Journal of Teaching and Teacher Education*
- *Elementary School Journal*
- *Journal of Teacher Education*
- *Reading Horizons*
- *Reading Psychology*
- *Annals of Dyslexia*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Critical Literacy*
- *ISTE Journal*
- *Georgia Journal of Literacy*
- *GATESOL Journal* (bi/multilingual students)

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