**AUBURN UNIVERSITY**

APPROVAL FOR INDEPENDENT STUDY / DIRECTED READINGS

( **Part I – To Be Completed By Student** )

Name: Wayne Bartlett Student ID#: 902030256

College: College of Education Major: Secondary Language Arts Instruction

Semester: Summer 2011 Class#: N/A

Professor: Dr. Alyson Whyte Professor Department: College of Education

Grade Option: Letter grade S/U

Number of credit hours to be awarded upon completion of course: 3

( **Part II – To Be Completed By Instructor** )

***Faculty-student agreement/ Syllabus must be attached.***

I. Objective of the course: The objective of this course is to facilitate the student’s increased understanding of the scholarship of reading education at the University.

II. Nature of the teaching-learning process and the proposed schedule of meetings: The nature of the teaching-learning process proposed is for the professor to guide the student toward improved understanding through selection of specific readings designed to accomplish that purpose and through the student’s completion of a project to design and justify a specific course of instruction for delivery to a selected student population. The student will be self-directed and self-managing, with the professor monitoring accomplishment through analysis of student-created reflections on the directed readings and periodic meetings to discuss progress on the assigned project. The following four meetings, to take place in Haley 5076 and last approximately one hour, are proposed: Friday, May 20, 2011; Monday, May 23, 2011; Monday, June 6, 2011, and Monday, June 13, 2011.

III. Proposed work products: The course as proposed will include four substantial directed readings with written reflections; a draft of the proposed instructional design project; a cumulative reflection incorporating all the assigned readings; and a final instructional

design paper (to include all materials for delivery of the instruction).

IV: Criteria to assess the work products: All work products will be assessed according to rubrics, which are included in the attached syllabus.

//signed// 5/23/11

Student Signature Date

//signed// 5/23/11

Instructor Signature Date Dept. Head/Chair (or Dean) Date

**Syllabus for CTSE 7900 Summer 2011**

**1. Course Number**: CTSE 7900

**2. Course Title:** Independent Study

Credit Hours: 3

Contact Hours: 1 per week for 4 weeks

Prerequisites: Departmental approval.

Corequisites: None

**3. Texts/Major Resources**

a. Ruddell, Robert B. & Unrau, Norman J., eds. Theoretical Models and Processes of Reading.

Newark, DE: International Reading Association, 2004.

b. Jetton, Tamara L. & Dole, Janice A, eds. Adolescent Literacy Research and Practice. New

York: Guildford Press, 2004.

c. Article-length readings assigned on a weekly basis.

**4. Course Description**: Independent study directed toward desired objectives related to their respective areas of specialization. Includes evaluation at regular intervals by professor and student. Course may be repeated for a maximum of 6 credit hours. Department approval.

**5. Course Objectives**:

a. The student will better understand the scholarship of reading education at the University.

b. The student will read professional material as assigned and produce a written reflection.

c. The student will consider, select, and defend lesson designs for an assigned course of

instruction.

d. The student will produce elements necessary for delivery of an assigned course of

instruction.

e. The student will produce a culminating written reflection encompassing all 7900 course

content.

**6. Course Content**: Course content includes four directed readings related to reading instruction and instruction design and a project to design a course of instruction for delivery to a selected student population as determined by the course professor. The project will include all elements necessary for delivery of the instruction.

a. Weekly schedule of meetings (Note: All meetings will take place in Haley 5076 or off campus as mutually agreed):

|  |  |
| --- | --- |
| Meeting 1 | 1:30 pm, Friday, May 20, 2011 |
| Meeting 2 | 2:00 pm, Monday, May 23, 2011 |
| Meeting 3 | 1:00 pm, Monday, June 6, 2011 |
| Meeting 4 | 3:00 pm, Monday, June 13, 2011 |

b. Examination days: No final examination is anticipated for this course; the course project,

and the student’s cumulative reflection serve to assess the student’s achievement of the

course objectives.

**7. Course Requirements/Evaluation:**

a. Table of course requirements, expected student product, due dates, method of evaluation,

and weighting:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement** | **Student Product[[1]](#footnote-1)** | **Date Due** | **Evaluation** | **Weighting** |
| Directed Reading #1: Adolescent Literacy Research and Practice, Chapters 8 and 10. | Written reflection. | May 19, 2011 | Letter grade based on associated  rubric. | 1 |
| Directed Reading #2: Theoretical Models and Processes of Reading, Chapters 47, 48, 49, 50, and 51. | Written reflection. | May 26, 2011 | Letter grade based on associated  rubric. | 1 |
| Rational for theoretical model and initial design for *Reading for Success* course (draft). | Written justification of model selection and broad description of planned course and draft of products needed to deliver the instruction. | May 26, 2011 | Letter grade based on associated  rubric. | 3 |
| Directed Reading #3: Adolescent Literacy Research and Practice, Chapter 10; Theoretical Models and Processes of Reading, Chapters 1 and 18. | Written reflection. | June 2, 2011 | Letter grade based on associated  rubric. | 1 |
| Directed Reading #4: Theoretical Models and Processes of Reading, Chapters 28, 29, and 35. | Written reflection. | June 9, 2011 | Letter grade based on associated  rubric. | 1 |
| Cumulative reflection incorporating elements from all assigned readings. | Written reflection. | June 9, 2011 | Letter grade based on rubric. | 3 |
| Rational for theoretical model and final design for *Reading for Success* course (final). | Written justification of model selection and detailed description of planned course, including all products needed to deliver the instruction. | June 16, 2011 | Letter grade based on associated  rubric. | 5 |

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b. Grading Scale and Procedure: Whole letter grades will apply to all work done in this course.

Each individual student product will receive a letter grade based the course professor’s

judgment, using the associated rubric as a guide[[2]](#footnote-2). The final course letter grade will be the

median letter grade for all the individual course products, as weighted in the table above;

however, a D or lower score on any one of the individual course products will result in no

higher than an overall C for the entire course. Any individual course product that receives a

grade of F will result in an overall F for the course, regardless of the quality of the other course

products.

Example—Assume the following grade were earned on the individual course products:

Directed Reading #1: A

Directed Reading #2: B

Draft Model and Initial Design: B

Directed Reading #3: A

Directed Reading #4: B

Culminating Reflection: C

Final Course Design: B

Weighing factors are applied as indicated in the table above:

Directed Reading #1 (Weighting: 1): A

Directed Reading #2 (Weighting: 1): B

Draft Model and Initial Design (Weighting: 3): B B B

Directed Reading #3 (Weighting: 1) A

Directed Reading #4 (Weighting: 1) B

Culminating Reflection (Weighting: 3) C C C

Final Course Design (Weighting: 5) B B B B B

The resulting scores are rewritten from highest to lowest:

A A B B B B B B B B B B C C C

The median score is determined:

A A B B B B B B B B B B C C C

Final course grade in this example would be B.

**8. Class Policy Statements**:

a. Attendance: This course relies on the student ability to operate independently and manage

resources and time to accomplish the objectives of the course. However, periodic check-ins

are necessary to ensure that the student is progressing appropriately and to provide feedback on

performed work so that future work can reflect the impact of that feedback. Thus, attendance at

all planned meetings is expected and required. Students desiring an excused absence must

contact the course professor no later than five days in advance and provide documentation of

the situation. The course professor will weigh the merits of the request and render a decision.

No appeal of the course professor’s decision will be entertained.

b. Make-up Policy: This course relies on the student’s ability to operate independently and

manage resources and time to accomplish the objectives of the course. Accordingly, no late or

make-up work will be accepted. Please note that computer malfunction cannot be accepted as

justification for late work.

c. Refer to *Tiger Cub* for all other policy matters.

**9. Academic Honesty Statement**: All portions of the Auburn University student academic honesty code (Title XII) found in *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer to the case to the Academic Honesty Committee.

**10. Students with Disabilities**: Students who need accommodations should meet individually with the instructor during the first week of class, or earlier if accommodations are needed immediately. You should bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center (tel. 844-2096).

**11. Justification for Graduate Credit**: This course is designed for students with advanced knowledge of the content and uses materials of sufficient depth and complexity to stimulate continued advancement in the subject. The directed readings extends the student’s ability to analyze instructional situations and appropriately apply relevant techniques to meet instructional needs while challenging the student to use critical thinking skills to determine what is likely to be effective in the given learning situation. The course provides an opportunity for the student to exercise these skills and demonstrate appropriate and effective use of them by selecting a theoretical model and developing necessary materials to apply it to a given real-world instructional situation. In addition, the student is provided the opportunity to demonstrate levels of self-management and self-motivation commensurate with that expected of the PhD. The rubrics developed for this course go beyond mere knowledge of instructional techniques and address the student’s ability to apply the techniques in a way that achieves behavior change and learning in a real-world setting. Finally, the course instructor holds graduate faculty status and is approved by the Dean of the Graduate School to conduct instruction at this level.

CTSE 7900 Summer 2011

**Rubric: Reflection on Directed Readings #1, #2, #3, and #4[[3]](#footnote-3)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reflection #:\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating**  **Indicator** | **Poor – 1** | **Marginal – 2** | **Competent – 3** | **Exemplary – 4** | **Score** |
| **Format** | ● Material is not presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Material which should be cited is not cited (Note: If academic honor violation is found, product will receive an F grade).  ● Material is of insufficient length or contains many spelling and usage errors.  ● Material does not comply with graduate-level academic register. | ● With some exceptions, material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations often vary from American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length but contains spelling and usage errors.  ● With rare exceptions, material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations largely comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with professional (PhD) academic register. |  |
| **Content** | ● Material fails to incorporate original thought; merely summarizes or restates content  ● Material does not demonstrate synthesis of existing body of content knowledge.  ● Material lacks evidence of internalization of reading content  ● Material does not display evidence of critical thinking and analytical skills. | ● Material suggests original thought relating to the content of the reading but lacks insightful details or is inappropriate.  ● Material suggests but does not clearly demonstrate synthesis of existing body of content knowledge.  ● Material suggests the potential for internalization of reading content  ● Material suggests the application of critical thinking and analytical skills. | ● Material incorporates some original, appropriate, and insightful details relating directly to the content of the reading.  ● Material suggests some synthesis of existing body of content knowledge.  ● Material shows some evidence of internalization of reading content  ● Material displays evidence of critical thinking and analytical skills. | ● Material fully incorporates original, appropriate, and insightful details relating directly to the content of the reading.  ● Material clearly demonstrates review of existing body of content knowledge.  ● Material shows clear and unambiguous evidence of internalization of reading content  ● Material displays ample evidence of critical thinking and analytical skills. |  |

**Total Rating (add Content and Format): \_\_\_\_\_\_** Grade Conversion

8: A 7 or 6: B

**Letter Grade for this Product: \_\_\_\_\_\_** 5: C 4: D

<4: F

Note: A minimum score of 3 (competent) in the format area is required for a B or higher grade overall.

CTSE 7900 Summer 2011

**Rubric: Draft Instructional Theoretical Model and Design[[4]](#footnote-4)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating**  **Indicator** | **Poor – 1** | **Marginal – 2** | **Competent – 3** | **Exemplary – 4** | **Score** |
| **Format** | ● Material is not presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Material which should be cited is not cited (Note: If academic honor violation is found, product will receive an F grade).  ● Material is of insufficient length or contains many spelling and usage errors.  ● Material does not comply with graduate-level academic register. | ● With some exceptions, material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations often vary from American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length but contains spelling and usage errors.  ● With rare exceptions, material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations largely comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with professional (PhD) academic register. |  |
| **Model** | ● Model selected is inappropriately described, or no model is selected. | ● Model selected is defended; justification reflects a generally accurate understanding of the model.  ● Model selected is minimally grounded in relevant theory. | ● Model selected is articulated with relevant theory, but not to the extent available theory would predict.  ● Justification reflects accurate understand of the model. | ● Model selected is adeptly articulated with relevant theory; justification is thoroughly defended  ● Justification reflects accurate understanding of the model and its relation to other models. |  |
| **Design** | ● Instructional design is not discernable. | ● Material minimally conforms to an instructional design. | ● Material generally conforms to a documented and potentially appropriate instructional design. | ● Material conforms to all specifications for the instructional design provided in weekly tutorials. |  |

**Total Rating (add Format, Model, and Design): \_\_\_\_\_\_** Grade Conversion

11 or 12: A 9 or 10: B

**Letter Grade for this Product: \_\_\_\_\_\_** 7 or 8: C 5 or 6: D

<5: F

Note: A minimum score of 3 (competent) in the format area is required for a B or higher grade overall.

CTSE 7900 Summer 2011

**Rubric: Culminating Reflection on Directed Readings[[5]](#footnote-5)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating**  **Indicator** | **Poor – 1** | **Marginal – 2** | **Competent – 3** | **Exemplary – 4** | **Score** |
| **Format** | ● Material is not presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Material which should be cited is not cited (Note: If academic honor violation is found, product will receive an F grade).  ● Material is of insufficient length or contains many spelling and usage errors.  ● Material does not comply with graduate-level academic register. | ● With some exceptions, material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations often vary from American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length but contains spelling and usage errors.  ● With rare exceptions, material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations largely comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with professional (PhD) academic register. |  |
| **Content** | ● Material fails to incorporate original thought; merely summarizes or restates content  ● Material does not demonstrate synthesis of existing body of content knowledge.  ● Material lacks evidence of internalization of reading content  ● Material does not display evidence of critical thinking and analytical skills. | ● Material suggests original thought relating to the content of the reading but lacks insightful details or is inappropriate.  ● Material suggests but does not clearly demonstrate synthesis of existing body of content knowledge.  ● Material suggests the potential for internalization of reading content  ● Material suggests the application of critical thinking and analytical skills. | ● Material incorporates some original, appropriate, and insightful details relating directly to the content of the reading.  ● Material suggests some synthesis of existing body of content knowledge.  ● Material shows some evidence of internalization of reading content  ● Material displays evidence of critical thinking and analytical skills. | ● Material fully incorporates original, appropriate, and insightful details relating directly to the content of the reading.  ● Material clearly demonstrates review of existing body of content knowledge.  ● Material shows clear and unambiguous evidence of internalization of reading content  ● Material displays ample evidence of critical thinking and analytical skills. |  |

**Total Rating (add Content and Format): \_\_\_\_\_\_** Grade Conversion

8: A 7 or 6: B

**Letter Grade for this Product: \_\_\_\_\_\_** 5: C 4: D

<4: F

Note: A minimum score of 3 (competent) in the format area is required for a B or higher grade overall.

CTSE 7900 Summer 2011

**Rubric: Final Instructional Model and Design[[6]](#footnote-6)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating**  **Indicator** | **Poor – 1** | **Marginal – 2** | **Competent – 3** | **Exemplary – 4** | **Score** |
| **Format** | ● Material is not presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Material which should be cited is not cited (Note: If academic honor violation is found, product will receive an F grade).  ● Material is of insufficient length or contains many spelling and usage errors.  ● Material does not comply with graduate-level academic register. | ● With some exceptions, material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations often vary from American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length but contains spelling and usage errors.  ● With rare exceptions, material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations largely comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with graduate-level academic register. | ● Material is presented in 12-point Times New Roman, black ink on clean white paper; margins are 1-inch all around.  ● Citations comply with American Psychological Association Handbook (5th Edition).  ● Material is of sufficient length and is virtually free of spelling and usage errors.  ● Material complies with professional (PhD) academic register. |  |
| **Model** | ● Model selected is inappropriately described, or no model is selected. | ● Model selected is defended; justification reflects a generally accurate understanding of the model.  ● Model selected is minimally grounded in relevant theory. | ● Model selected is articulated with relevant theory, but not to the extent available theory would predict.  ● Justification reflects accurate understand of the model. | ● Model selected is adeptly articulated with relevant theory; justification is thoroughly defended  ● Justification reflects accurate understanding of the model and its relation to other models. |  |
| **Design** | ● Instructional design is not discernable. | ● Material minimally conforms to an instructional design. | ● Material generally conforms to a documented and potentially appropriate instructional design. | ● Material conforms to all specifications for the instructional design provided in weekly tutorials. |  |
| **Incorporation of Feedback** | ● Material shows no evidence of change based on feedback from the draft. | ● Material shows little evidence of change based on feedback from the draft. | ● Material shows some evidence of change based on feedback from the draft | ● Material shows significant evidence of change based on feedback from the draft. |  |

**Total Rating**

**(add Format, Model, Design, and Feedback): \_\_\_\_\_\_** Grade Conversion

14, 15, 16: A 12 or 13: B

**Letter Grade for this Product: \_\_\_\_\_\_** 9, 10, 11: C 7 or 8: D

<7: F

Note: A minimum score of 3 (competent) in the format area is required for a B or higher grade overall

1. Note that all word counts are minimum expectations; all products are to be delivered to the course professor via email no later than 9:00 am on the due date. [↑](#footnote-ref-1)
2. Note that as evaluation of written products is qualitative, no appeal of the course professor’s decision on any one individual student product will be entertained. [↑](#footnote-ref-2)
3. Adapted from *Graduate Student Professional Work Samples (PWS) Rubric*, (www.fp.auburn.edu/education/assessment/graduate\_pws\_rubric). [↑](#footnote-ref-3)
4. Adapted from *Graduate Student Professional Work Samples (PWS) Rubric*, (www.fp.auburn.edu/education/assessment/graduate\_pws\_rubric). [↑](#footnote-ref-4)
5. Adapted from Graduate Student Professional Work Samples (PWS) Rubric, (www.fp.auburn.edu/education/assessment/graduate\_pws\_rubric). [↑](#footnote-ref-5)
6. Adapted from *Graduate Student Professional Work Samples (PWS) Rubric*, (www.fp.auburn.edu/education/assessment/graduate\_pws\_rubric). [↑](#footnote-ref-6)