

**Department of Teacher Education**

ITL510

Literacy Methods for Inclusive Practices I

Course Outline

**Revised 2025 with LITERACY Standards 7**

Mission of the Sanford College of Education

The Sanford College of Education prepares educators as lifelong learners, reflective practitioners, and ethical professionals. Our mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

Conceptual Framework

The values and beliefs of the National University Sanford College of Education are captured in the following summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes. You are developing the qualities described as you completed the assignments and master the learning outcomes.

Course Description

Research-based theories, methods, and strategies aligned to K -12 CA's Common Core Standards and ELA/ELD frameworks. Principles needed to teach foundational reading, writing, listening, speaking, and language for all learners, including English speakers, English learners, standard English learners, students with exceptionalities, and students with other learning needs. This course align to the new Literacy Standards.

Course Learning Outcomes (CLOs)

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

1. Integrate into instruction the knowledge of language development for all learners with varying levels of language differences and proficiencies. (7.5, 7.6. 7.8, 7.10,)
2. Integrate into instruction the knowledge of the major components of evidence- based foundational literacy and language development instruction (reading, writing, speaking, listening, viewing, and observing) for all learners. (7.5, 7.6. 7.8, 7.10,)
3. Analyze the foundational language and literacy development needs of all learners using information obtained through individual and/or consultation/collaboration with other educators. (7.5, 7.6. 7.8, 7.10,)
4. Design instruction based on multiple forms of assessment, lesson plan design, principles of Universal Design for Learning (UDL), differentiated instruction, multiple tiered system of support (MTSS), social emotional support and literacy research interventions needed to address the foundational literacy and language developmental needs (e.g., English learners, dyslexia, reading difficulty) of the full range of learners. (7.5, 7.6. 7.8, 7.10,)
5. Utilize varied text and digitally based resources to support foundational literacy, meaning making, and language development of all learners. (7.5, 7.6. 7.8, 7.10,)
6. Utilize multiple teaching strategies appropriate to the abilities, needs, and interests of all learners needed to develop their abilities to read and comprehend multiple forms of narrative, informational, and digital texts and to respond with multiple forms of effective verbal, nonverbal and written expressions. (7.5, 7.6. 7.8, 7.10,)

Course Requirements

This is a content-based course which leads to a variety of practical applications. Students are expected to complete all assigned readings and review all the information contained in the content modules before entering the Discussion Boards and completing the assignments. The content modules in the form of resources, How to Succeed narratives, and Assignment Narratives provide pertinent, current information and are part of the required activities for each week.

The course contains various assignments which directly relate to teaching reading and the detailed description of each of these assignments follows.

Recommended Course Textbook(s)

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction*. 7th ed. Boston: Pearson.

Cunningham, P. (2017). *Phonics They Use*. 7th ed. Boston: Pearson.

**Required Reading:**

[Executive Summary of the ELA/ELD Framework for California Public](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf) [Schools](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf), pages 1 - 8

C[hapter 2](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf) of the ELA/ELD Framework

[Chapter 8 of](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [the English Language Arts/English Language Development](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [Framework for California Public Schools: Kindergarten](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [through Grade Twelve.](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf)

* [Introduction to the ELA/Literacy Shifts of the Common Core State](https://player.slideplayer.com/20/6043838//h) [Standards](https://player.slideplayer.com/20/6043838//h)

Ca Dyslexia Guidelines <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

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| --- | --- | --- |
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Course Assignments and Method of Assessment/Evaluation Threaded Discussion Postings - 20 points total

Each week you will have the opportunity to engage with material directly related to the course and with your peers. Each week you will have Resources (items to read and watch) and will be provided with a prompt. In your initial posting you will respond to the prompt. This initial posting is due by Wednesday, 11:59 pm. A follow up posting in which you engage and respond with one of your peers is due by Sunday night.

* Read and answer each question, there may be more than one.
* Post your responses in the appropriate threads. You are required to make your initial post by Wednesday at 11:59 p.m. PST
* Support all responses with details and examples as well as cite sources in APA format.
* Respond to at least two of your classmates' postings. Responses are due by Sunday at 11:59 p.m. PST
* Review your postings to see who has responded to you.
* Best approach: Just “talk” to your fellow students. Have an academic conversation. If you do not count how many times you connect with your fellow students, you will give more than adequate responses. Initiate a discussion, don't make a simple comment, such as “good work!” There will be no credit for such responses that end rather than foster discussion. Address fellow students with respect and acceptance that there may be a variety of personal views.

For details regarding each week’s resources and posting, please link through the Discussion Board portion of the course.

Assignments – Further details are found in each section of the course itself.

**Week 1: Topic ELA/ELD Standards and Strategies**

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| **Assignment Title** | **Assignment Description** | **Points** |
| **CA ELA/ELD**  **assessments** | Using student data and assessment results provided, fill out a data assessment report chart addressing the student's needs. Specifically, you will need to **analyze the assessments provided**, **identify the student’s strengths/assets and needs/gaps**, and recommend **varied literacy activities/instructional strategies specific to the student’s**  **needs in reading**. **Align your identification of the child’s needs and instructional activities with the CCSS.** | **20** |
| **ELA Themes Review:** Key Themes of ELA and a learners' language may be impacted | ELA Themes  **Deliverable 1: Evaluation of ELA Resources**  **Identify five aspects or resources** from each of the three websites that will support you as you plan English language arts (ELA) lessons.  reate free accounts at | 25 |

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| Ac | hievethecore marter Balanced  Review the Common Core Connect website for CCSS bookmarks for grades 1 through 6  complete the appropriate slides in the template.  **Deliverable 2: Summarization of Meaning Making Module**  In the slides provided in the ELA Themes Template, summarize your enhanced understanding of this Meaning Making module. Go through the Meaning Making interactive module (PDF version). It is recommended that you launch this module in a separate window.  **Deliverable 3: Mind Map**  As you listen to the Assessing Curriculum for Equity & Inclusion: A Masterclass for K-12 Educators + District Leaders webinar, create your mind map as a strategy to:  identify the main ideas/concepts  Identify the details of those concepts and examples  Make personal connections to your lived experiences and what you have learned about ELA/Literacy and ELD instruction thus far  Paste your mind mad on the appropriate slide. You can free hand your mind map or create one using Word or PPT. You are encouraged to create one using a digital tool, such as Miro or Canva. If you used a digital tool on the Internet and prefer to insert the link to your mind map here, please make sure your work is accessible (i.e., set up so that  anyone with the link can view it). If your mind map is inaccessible, it cannot be assessed, and you will not receive credit for this deliverable. |  |
| **Discussion Board** ELA/ELD  standards, instructional strategies | **Read**  E [xecutive Summary of the ELA/ELD Framework for California Public](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf) [Schools](https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf), pages 1 - 8  C[hapter 2](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf) of the ELA/ELD Framework | **5** |
| * [Introduction to the ELA/Literacy Shifts of the Common Core State](https://player.slideplayer.com/20/6043838//h) [Standards](https://player.slideplayer.com/20/6043838//h)   Prompt  The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource.  **Describe** how the ELA/ELD framework and CA CCSS standards promote an integrated and interdisciplinary approach to literacy and language instruction and how they position cultural diversity, multilingualism, and biliteracy as valuable resources and assets.  By Wednesday at 11:59 pm PST, submit your initial post.  By Sunday at 11:59 pm PST, review your peers' posts and respond to at least **two** of your classmates. Did you learn something new or gain a different perspective? What resonated with you about your classmate's understanding of the ELA/ELD framework? Did their |  |

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|  | explanations make you think about literacy and language standards in different ways? |  |
| **Reading Rockets Quiz** Instructional classroom environments that foster language development | Complete the **Reading 101: A Guide to Teaching Reading and Writing Assessment** module. Complete the Pre-Test and Post-Test and submit a screenshot of your Post-Test score. | **(10total)** |
| **Live**  **Collaborative Session** | Share resources for read-aloud signature assignment | 1 |

**Week 2: Multilingualism and Literacy Instructional Strategies**

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| **Assignment Title** | **Assignment Description** | **Points** |
| **Running Record Assignment**  Guided and Independent Reading Levels and Texts,  Benchmarks, and Assessments) | In this assignment, you will dive deeper into the ELA/ELD frameworks and get to know your students' academic reading levels by conducting a running record. | **10** |
| Assessment Assignment Part1 | Pre-Post Test (Week Two for Pre and Due Week -Three for Post Self -Assessment Assignment Part1- Part 2-10 points  The Self-Assessment is planned to provide you an opportunity to assess your own knowledge of reading vocabulary and strategies in preparation for your literacy skills and, subsequently, for teaching in your own classroom. See the Course for more specifics related to the Self-Assessment Assignments.  Step 1: Prepare a *Definition of Terms* File: During week 2, you will complete an inventory of definitions of terms or concepts.  Step 2 Week 1-2 You will complete a series of ***modules*** (8) in preparation of the pre-test. These modules will cover the 8 concepts (1-8). Take the Pre-Test and upload the score in the score with your File: Definition of Terms. Due Week 2  Step 3. Week 3 Complete the Post Test. If you do not obtain a passing score, repeat the modules, and complete the activities and resources available in the modules. Upload your final | 10 |

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|  | score with a one-page reflection. Please refer to the rubric for more guidelines.   1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness 3. phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol correspondences 4. decoding and encoding, including morphological awareness 5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 6. instruction that is structured and organized as well as direct, systematic, and explicit   connected, decodable text.   1. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 2. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. |  |
| Annotate Chapter 8 **Annotate To Make Meaning About Assessments** | In this assignment, you will annotate portions of [Chapter 8 of](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [the English Language Arts/English Language Development](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [Framework for California Public Schools: Kindergarten](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) [through Grade Twelve.](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf) | 5 |
| Reading Rockets Quiz | Complete the **Reading 101: A Guide to Teaching Reading and Writing Phonological and Phonemic Awareness** module. Complete the pre-test and post-test. Submit a screenshot of your post-test. | 5 |
| **Discussion**  Translanguaging | Discuss ELA/ELD research-based strategies that would support the transfer between languages, multilingual speakers (translanguaging techniques), and grade and developmental levels. Include at least 2 supporting resources. | 5 pts |
| **Live Collaborative Session** | Share resources for read-aloud signature assignment | 1 |

**Week 3: Learning Experiences That Support All Learners**

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| **Assignment Title** | **Assignment Description** | **Points** |
| **Reading Rocket Quiz** | **Reading Rocket Quiz** Complete the weekly quiz Reading Records: Phonics | **5 pts** |
| **Discussion Board** | Ca Dyslexia Guidelines (CDG)  <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>  **What is Dyslexia? Create an Infographic**  Based on CDG, Read chapters 1-4. Respond to the following prompts:  -Provide a clear definition of Dyslexia, explain key points of the neuroscience of dyslexia  -how language is defined in the CDG  -What are the characteristics of Dyslexia by age group.  -What are the best ways to support Tier 1 and Tier 2 assessments? Propose an appropriate learning experience to support students with dyslexia.  In collaboration with your peers, design an infographic to explain what Dyslexia to parents/teachers at the elementary and middle school level . | 5pts |
| **Designing Word Study Strategies** | Designing Word Study strategies which address Vocabulary Development (Week Three: Graphic Organizer for Alignment Analysis) - 20 points You will be identifying standards related to language, word analysis, phonics and vocabulary development, unpack these standards, and select strategies which will meet the needs of all learners as you teach towards these standards.  **Alignment Analysis assignment.** Create a **Graphic Organizer:** Identify five anchor standards related to the language strand, word analysis, phonics, and vocabulary that are appropriate for your selected grade level. | 20 pts |
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| Post Self - Assessment Assignment Part 2 | Pre-Post Test Part 2  The Self-Assessment is planned to provide you an opportunity to assess your own knowledge of reading vocabulary and strategies in preparation for your literacy skills and, subsequently, for teaching in your own classroom. See the Course for more specifics related to the Self- Assessment Assignments. | 10 |
|  | Step 1: Prepare a *Definition of Terms* File: During week 2, you will complete an inventory of definitions of terms or concepts. |  |
|  | Step 2 Week 1-2 You will complete a series of ***modules*** (8) in preparation of the pre-test. These modules will cover the 8 concepts (1-8). Take the Pre-Test and upload in the assignment the score with your File: Definition of Terms. Due Week 2 |  |
|  | Step 3. Week 3 Complete the Post Test. If you do not obtain a passing score, repeat the modules, and complete the activities and resources available in the modules. Upload your final score with a one page reflection. Please refer to the rubric for more guidelines. |  |
|  | 1. print concepts, including letters of the alphabet |  |
|  | 2. phonological awareness, including phonemic awareness |  |

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|  | 1. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences 2. decoding and encoding, including morphological awareness 3. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 4. instruction that is structured and organized as well as direct, systematic, and explicit connected, decodable text. 5. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 6. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.   The Self-Assessment is planned to provide you an opportunity to assess your own knowledge of reading vocabulary and strategies in preparation for your literacy skills and, subsequently, for teaching in your own classroom. See the Course for more specifics related to the Self- Assessment Assignments.  Step 1: Prepare a *Definition of Terms* File: During week 2, you will complete an inventory of definitions of terms or concepts.  Step 2 Week 1-2 You will complete a series of ***modules*** (8) in preparation of the pre-test. These modules will cover the 8 concepts (1-8). Take the Pre-Test and upload in the assignment the score with your File: Definition of Terms. Due Week 2  Step 3. Week 3 Complete the Post Test. If you do not obtain a passing score, repeat the modules, and complete the activities and resources available in the modules. Upload your final score with a one page reflection. Please refer to the rubric for more guidelines.   1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness 3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences 4. decoding and encoding, including morphological awareness |  |

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|  | 1. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 2. instruction that is structured and organized as well as direct, systematic, and explicit   connected, decodable text.   1. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 2. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. |  |
| **Language as a Resource** | **Language as a resource** Create a 12 slide PPT that describes the understanding of the value of the **use of a variety of language strategies** | 5 |
| **Field Experience** | Interview: Interview a Special Education teacher: Find out more about Dyslexia and Assessment. | 10 pts |
| **Live Collaborative Session** | **Live Collaborative Session**  Share resources for read-aloud signature assignment. | 1 |

**Week 4: Reading Strategies and Media Information Sources**

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| **Assignment Title** | **Assignment Description** | **Points** |
| Discussion | Discuss the strengths and limitations of media and multiple information sources. | 5 pts |
| Reading Rocket Quiz | Weekly Quiz These Reading Rockets modules will provide you with pertinent and applicable knowledge related to assessments, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. At the end of each module, you will take a short quiz. | 5 pt |
| Live Collaborative Session | Share read alouds | 1 |
| **Toolkit and Resources for Literacy**  **Instruction in the Classroom** | **Toolkit and Resources for Literacy Instruction in the Classroom Begin: Week 2**  Step 1 In **collaboration** with at least three no more than four peers per group set up a team, (begin this teamwork during week 2). | 20 |

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|  | Divide the items among the team members to work on preparing a **teacher’s toolkit** and curate a series of **evidence-based resources** to address concepts (1-8) in  addition of a **series of learning activities and lesson plans in alignment** with items (9-23).  Important to set up a plan to divide the task among your peers, with clear understanding of the specific items each  member will address, and a timeline to make the deadline. Each member of the team should have a final product that will serve **as a teacher tool kit** for all members of the class.  Note: These resources must include links and a short  description of how the resources or lesson plan are effective tools for your students. Be specific regarding grade level and students’ literacy level of proficiency. Please refer to the rubric. Note: You will be required to use the information,  definitions, resources, and lesson plan samples for your next course: ITL 512 to further extend, practice, apply, and  deepen your understanding of these concepts to work on a case study.   1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness. 3. phonics, spelling, and word recognition, including letter- sound, spelling-sound, and sound-symbol   correspondences.   1. decoding and encoding, including morphological awareness. 2. text reading fluency, including accuracy, prosody   (expression), and rate (as an indicator of automaticity)   1. instruction that is structured and organized as well as direct, systematic, and explicit   connected, decodable text   1. Provide instruction in text reading fluency that   emphasizes spelling and syllable patterns, semantics, morphology, and syntax.   1. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly   complex disciplinary texts with comprehension and effective expression. |  |

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|  | **Tool kit with resources and Lesson Plans to include:**   1. Evidence-based effective practices on how to engage students in meaning making by building on prior   knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential  comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical  reading, writing, listening, and speaking across the disciplines. Include a series of read aloud examples.   1. Evidence-based effective practices on how to engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. 2. Evidence-based effective practices on how to **p**romote students’ oral and written language development by   attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level  understandings as students read, listen, speak, and write with comprehension and effective expression.   1. Evidence-based effective practices on how to create environments that foster students’ oral and written   language development, including discipline-specific academic language.   1. Evidence-based effective practices on how to enhance language development by engaging students in the   creation of diverse print, oral, digital, and multimedia texts.   1. Evidence-based effective practices on how to conduct instruction that leverages students’ existing linguistic   repertoires, including home languages and dialects, and that accepts and encourages translanguaging.   1. Evidence-based effective practices on how to develop students’ effective expression as they write, discuss,   present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and  writing for varied purposes, audiences, and contexts.   1. Evidence-based effective practices on how to teach students to plan, develop, provide feedback to peers,   revise using peer and teacher feedback, edit, and produce |  |

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|  | their own writing and oral presentations in various  genres, drawing on the modes of opinion/ argumentation, information, and narration.   1. Evidence-based effective practices on teaching young children letter formation/printing and related language   conventions, such as capitalization and punctuation, with applicable decoding skills.   1. Evidence-based effective practices on how to plan and implement evidence-based literacy instruction (and   integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning.   1. Evidence-based effective practices on how to plan and implement evidence-based literacy instruction (and   integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first  instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);   1. Evidence-based strategies on how to monitor students’ progress in literacy development using formative   assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. |  |
| Resource curation | **Create/Curate** a chart with resources that associate with research- based organizations that support the LTPEs in this course | 5 pts |
| LinkedIn | Sign in to your LinkedIn account. You should have created your account in ITL510. If you have taken the ITL Foundation classes, then you already have a LinkedIn Profile. (If you do not currently have a LinkedIn Profile, then please refer to the file “LinkedIn – General Instructions” in the Course).  Search LinkedIn for research-based literacy organizations that support the LTPEs covered in this course. A few examples are: ILA (International Literacy Association)  Literacy for Reluctant and Struggling Readers Reading Instruction in Special Education Fountas & Pinnell Literacy  Reading Is Fundamental  Select three reading/literacy organizations to follow on LinkedIn.  Review your selected organizations’ posts and share a post (one  from each organization) to “Anyone” and write a brief description of why that post resonates with you in relation to a concept or topic covered in this course.  Then, take a screenshot of your posts and paste them into a Word document for submission. Make sure that the entire post can be seen | 5 pts |

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|  | and read on the Word document so your instructor can read why you selected that post to share. |  |

**Rubrics**

Rubrics for all assignments are included in the Course itself.

The final grade evaluation in this course will be based on points as follows**.**

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| Assignments | Points |
| Discussion Threads | **20** |
| Reading Rocket Pre/Post | **10** |
| Assessment Assignment | **20** |
| Self-Assessment Part1-2 | **10** |
| Self-Assessment Part1-2 | **10** |
| Signature Assignment Toolkit, | - |
| Resources and Lesson Plans. | **20** |
| ELA Themes Assignment | **25** |
| RR/Guided and Independent Reading Assignment | **10** |
| Field Experience. | **10** |
| Word Study/Graphic Organizer Analysis | 20 |
| LinkedIn | 4 |
| Collaborate | 4 |
| TOTAL POSSIBLE POINTS | 159 |

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| Grades | Points | Percentage | Point Range |
| A | 178-185 | 96-100 | 4.0 |
| A- | 167-177 | 90-95 | 3.7 |
| B+ | 161-166 | 87-89 | 3.3 |
| B | 156-160 | 84-86 | 3.0 |
| B- | 148-155 | 80-83 | 2.7 |
| C+ | 143-147 | 77-79 | 2.3 |
| C | 137-142 | 74-76 | 2.0 |
| C- | 130-136 | 70-73 | 1.7 |
| D+ | 124-129 | 67-69 | 1.3 |
| D | 119-123 | 64-66 | 1.0 |
| D- | 111-118 | 60-63 | 0.7 |
| F | 0-110 | 0-59 | 0 |

Course Grading Definition and Definition of Grades for Graduate Courses

Please refer to National University’s Course Catalog for the most recent information for policy on Grading, Incompletes, Withdrawal, et cetera, available at [https://www.nu.edu/catalog/.](https://www.nu.edu/catalog/)

National University Attendance, Enrollment and Grading System

Attendance

All students must be officially enrolled to attend class and receive a grade. University instructors will not permit non- enrolled students to attend a class or be issued a grade. The Office of the Registrar will not post grades for students who are not officially enrolled. Lack of participation and/or attendance for students taking onsite or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe established in Catalog policies. Please follow the published Catalog policy deadlines for drops and withdrawals.

Enrollment Guidelines

By enrolling in any National University course, you assume responsibility for meeting all its requirements. All students are expected to attend all required course sessions, complete all assignments, read all relevant materials, and be prepared for all course discussions/activities.

Grades and Grading System

National University publishes the current grading policies and practices. Grade point awards and definitions, including incomplete or withdrawal practices, are found in the National University Catalog.

Faculty Interactions

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

* Participating in regularly occurring class meetings.
* Participating in a regularly occurring online discussion about academic course content.
* Faculty-scheduled consultations with a student to discuss academic course content.
* Substantive and personalized feedback on student assignments.
* Regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
* Participating in regularly scheduled learning sessions (synchronously); or
* Proactive and scheduled communication initiated by faculty in response to student progress.
* Responding to students within 48 hours of an inquiry.

General Policies

All National University policies can be found in the most recent Catalog on the website.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or any other attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Plagiarism is the presentation of someone else’s ideas or work as one’s own. Academic dishonesty violations will be addressed by the instructor and will receive an assigned number of sanction points for each violation for

which they are found responsible. Sanction points are cumulative over the length of the student’s tenure at National University. Individuals can report any violation that occurs at the University to the Office of Student Conduct (OSC) via Report It. The Office of Student Conduct is responsible for investigation and adjudication of violations of the Student Code of Conduct. For additional information please review the Student Code of Conduct in the Catalog. National University provides helpful information concerning plagiarism for both students and faculty on the Student Resources Library website.

Americans with Disabilities Act (ADA) Accessibility Statement

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the University provides to all students.

Students can obtain information about seeking accommodations due to a disability at: Requesting Accommodations.

Civility

Civility is an expectation in all NU courses. Freedom of speech and expression are valued not only throughout society but also, and particularly, in the academic setting. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to all online, hybrid and ground/onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner, side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations, and there are to be no objectively offensive comments, language, or gestures.

Code of Conduct

The National University (NU) community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct in which form the basis of the Student Code of Conduct. These standards are embodied within the below set of core values.

Core Values of Student Conduct at National University

* Integrity: National University students exemplify honesty, honor and a respect for the truth in all of their dealings.
* Community: National University students build and enhance their community.
* Social Justice: National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
* Respect: National University students show positive regard for each other, for property and for the community.
* Responsibility: National University students are given and accept a high level of responsibility to self, to others and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within the Student Code of Conduct policy. For more information, students are encouraged to review the Code in the Catalog and the Student Code of Conduct website for the most updated versions of all policies and procedures.

Copyright

The contents of this course are protected by copyright. Students must obtain written permission prior to using copyrighted material for their personal scholarship. In no event should a student share the course contents with third parties without prior written permission of the university or university representative. Failure to recognize copyright protections are against student code of conduct and other use restrictions enumerated in the National University Catalog. Students are expected to comply with U.S. copyright law in their course submissions and may be subject to University action and possible separate civil liability for any such violations.

Course and Institutional Policies

Students are expected to comply with all course and institutional policies. Institutional policies are posted in the National University Catalog.

Credit Hour Expectations

A unit of credit is based upon the hours of classroom instruction for each course and the hours that a typical student reasonably should expect to devote preparing for each hour of class.

An undergraduate course requires 45 hours of classroom instruction, and an undergraduate student generally is expected to devote two hours or more in outside preparations for each hour of class.

A graduate course requires 40 hours of classroom instruction and a graduate student generally is expected to devote three hours or more in outside preparation for each hour of class.

Diversity

The National University community seeks to cultivate a community that respects and appreciates the dignity and uniqueness of all members, celebrating the unique gifts each person brings. This is reflected in our teaching-learning process, as well as throughout our campus climate. We intentionally engage diversity and inclusion to support the social and academic growth of our students by developing curriculum that incorporates diverse viewpoints, experiences, and social justice, therefore allowing us all to expand our knowledge and practice these values as part of a diverse and inclusive society.

Ethics

Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Title IX Statement & Nondiscrimination Information

National University does not permit discrimination, harassment or retaliation in its educational program or activities on the basis of race, ethnic or national origin, religion, age, sex, gender, sexual orientation, color, physical or mental disability, sexual orientation, marital or veteran status, pregnancy (including childbirth, and related medical conditions) or any other protected characteristic under applicable local, state, or federal law. Sexual misconduct and harassment are considered a form of sex/gender-based discrimination. The University also prohibits retaliation against an individual because that individual participated in any manner in a grievance

proceeding. For more information about Title IX please visit the University’s Title IX website. To report an incident alleging harassment or discrimination please contact the Title IX Coordinator or use the appropriate form found on the [Report It website.](https://reportit.com/)

Important Note

University employees not designated as confidential resources are considered mandated reporters and are required to report all incidents of potential sexual misconduct (including sexual harassment), dating violence, domestic violence, and stalking to the Title IX Coordinator for the University. All National University employees, with the exception of the Ombudsman, are considered mandated reporters.

For information about a University confidential resources, please visit the Title IX reporting webpage or the University Ombudsman Office.

Pregnant or Parenting Students

Students needing accommodations related to pregnancy or post-pregnancy-related parenting should review the Pregnancy and Parenting Policy and contact the Title IX Coordinator(s) to discuss plans and required accommodations.

Technology

Students are expected to be competent in using current technology appropriate for their discipline of study. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail are also required. National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the Online Course Technical Requirements housed in the National University Knowledge Base.

Writing Standards

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials. The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: [http://nu.libguides.com/citations.](http://nu.libguides.com/citations)