

Instructor/TA Info

Instructor Information

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Assignments

Assignment Descriptions

Literacy Learning Preference Project

Jan
27

Due: Saturday, Jan 27 at 11:59 pm

Considerations of motivation and engagement for secondary students' literacy learning is underutilized. As such, you will create a portfolio of resources to motivate and engage secondary literacy learners. As part of this project you must include a literacy preference survey, elements of culturally responsive teaching (such as a funds of knowledge assessment) and show evidence that you have considered your own literacy learning privileges and or challenges by completing a literacy autobiography.

Your Literacy Autobiography should include the following:

1. The Self-Reflection – please include:

- A time line of when you learned to read to the best of your memory.
- A time line of when you learned to write to the best of your memory.
- How did you learn to read and write?
- What activities (if any) did you engage in at your home that supported your reading and writing development?
- Did reading and writing come easily? Explain how and why?
- Was learning to read and write difficult? Explain how and why?
- List favorite books.
- Did you visit the library outside of school growing up? Explain.
- What is your experience in working with students who struggle in reading and writing?
- What do you think are the best ways (strategies) to teach a struggling reader to read? Struggling writer to write? Why?
- Remember to give background information to give reader some context (This is where you include major reading/writing milestones, age, grade, memories of teachers and/

or parental support during this process?)

2. The Interviews- you must interview 3 people and ask them the above questions. You must have one interview from a person of a different gender than you. You must also have one interview from a person from a different racial or ethnic group than you.
3. The resources – you must create three research based resources to motivate and engage students.
4. The Summary
 - Synthesize and summarize information you collected in steps one and two.
 - Compare and contrast the information you collected from your interviews and your self-reflection.
 - Include a section reflecting on why you have been asked to complete this assignment for this class. What insights have you discovered?
 - How will you use the information you have discovered in your work as a special educator?
 - Be prepared to share in class.

Vocabulary Literacy Project

Feb
10

Due: Saturday, Feb 10 at 11:59 pm

Objective:

The objective of this assignment is for undergraduate special education students to demonstrate a comprehensive understanding of the importance of teaching vocabulary skills to secondary learners with mild to moderate disabilities. Students will showcase evidence of explicit vocabulary instruction, recognizing the significance of vocabulary breadth, depth, and levels of word knowledge. Furthermore, students will identify, design, implement, and evaluate evidence-based instructional approaches for direct vocabulary instruction.

Instructions:

Part 1: Literature Review (20 points)

Introduction to Vocabulary Instruction (5 points): Provide an overview of the importance of vocabulary instruction for students with mild to moderate disabilities. Include relevant research findings and theoretical frameworks that support the role of vocabulary in literacy development.

Vocabulary Breadth and Depth (5 points): Explore the concepts of vocabulary breadth and depth. Discuss how these elements contribute to a student's overall language proficiency and comprehension.

Levels of Word Knowledge (5 points): Investigate the different levels of word knowledge, such as receptive and expressive vocabulary. Analyze how understanding these levels informs instructional strategies for secondary learners.

Integration and Implications (5 points): Synthesize the information gathered and discuss how an integrated approach to teaching vocabulary, considering breadth, depth, and levels of knowledge, is essential for supporting literacy development in secondary learners with mild to moderate disabilities.

Part 2: Vocabulary Lesson Plan (30 points)

Develop a detailed lesson plan focusing on explicit vocabulary instruction for secondary learners with mild to moderate disabilities. Include the following components:

Objective (5 points): Clearly state the learning objective related to vocabulary development.

Materials (5 points): List and describe the materials needed for the lesson.

Procedure (10 points): Outline a step-by-step procedure for the lesson, incorporating evidence-based instructional approaches for explicit vocabulary instruction.

Differentiation (5 points): Describe how the lesson plan addresses the diverse needs of students in the mild to moderate range.

Assessment (5 points): Detail an assessment plan to measure students' progress in vocabulary development.

Part 3: Reflection and Implementation (15 points)

Write a reflective essay on the importance of teaching vocabulary skills to secondary learners with mild to moderate disabilities. Include the following:

Connection to Literature (5 points): Discuss how your lesson plan aligns with the findings from your literature review.

Implementation Challenges (5 points): Anticipate and address potential challenges in implementing the lesson plan.

Evaluation and Adaptation (5 points): Reflect on how you would evaluate the effectiveness of your instructional approach and discuss any necessary adaptations for diverse learners.

Submission Guidelines:

Submit a well-organized and properly formatted document.

Clearly label and separate each section of the assignment.

Grading Rubric:

The assignment will be graded based on the depth of the literature review, the quality of the lesson plan, and the reflection on personal growth and potential challenges. Emphasis will be placed on evidence-based instructional approaches and their alignment with the literature on vocabulary instruction for students with mild to moderate disabilities.

TRI PURPLE Video 1

Feb
17

Due: Saturday, Feb 17 at 11:59 pm

Video 1 – made up of two sub-videos - please include:

- A video of you working with a student.
- Segmenting Words in Purple,
- Read Write and Say by Chunk
- Word Division by Chunk
- Read Write and Make
- Re Reading for Fluency
- Guided Oral Reading
- A PURPLE Diagnostic Map

TRI WRITING Video 2

Mar
09

Due: Saturday, Mar 09 at 11:59 pm

Video 2 –please include:

- A video of you working with a student.
- Read Write and Make,
- Rehearsing the Story

- Practice Time
- Re Reading of the Story
- A Completed Story

Syntax and Sentence Literacy Project

Mar
16

Due: Saturday, Mar 16 at 11:59 pm

Objective:

The goal of this assignment is for undergraduate students in a special education teacher education program to demonstrate a comprehensive understanding of the significance of teaching syntax and sentence comprehension skills to secondary special education students in the mild to moderate range.

Instructions:

Part 1: (20 points)

Introduction (5 points): Provide an overview of the importance of syntax and sentence comprehension skills in the development of language and communication for secondary special education students.

Syntax Instruction Strategies (5 points): Explore and summarize evidence-based instructional strategies for teaching syntax to secondary special education students. Discuss how these strategies align with the needs of students in the mild to moderate range.

Sentence Comprehension (5 points): Investigate effective approaches for improving sentence comprehension skills in secondary special education students.

Integration and Implications (5 points): Synthesize the information gathered and discuss how an integrated approach to teaching syntax and sentence comprehension can positively impact the overall literacy development of secondary special education students.

Part 2: Lesson Plan Development (30 points)

Develop a detailed lesson plan focusing on teaching syntax and sentence comprehension to secondary special education students in the mild to moderate range. Include the following components:

Objective (5 points): Clearly state the learning objective related to syntax and sentence comprehension.

Materials (5 points): List and describe the materials needed for the lesson.

Procedure (10 points): Outline a step-by-step procedure for the lesson, incorporating evidence-based instructional strategies.

Differentiation (5 points): Describe how the lesson plan addresses the diverse needs of students in the mild to moderate range.

Assessment (5 points): Detail an assessment plan to measure students' progress in syntax and sentence comprehension.

Part 3: Reflection and Implementation (15 points)

Write a reflective essay on the importance of teaching syntax and sentence comprehension skills to secondary special education students. Include the following:

Connection to Literature (5 points): Discuss how your lesson plan aligns with the findings from your literature review.

Potential Challenges (5 points): Anticipate and address potential challenges in implementing the lesson plan.

Personal Growth (5 points): Reflect on how this assignment has influenced your understanding of the role of syntax and sentence comprehension in literacy development for secondary special

the role of syntax and sentence comprehension in literacy development for secondary special education students.

Submission Guidelines:

Submit a well-organized and properly formatted document.

Clearly label and separate each section of the assignment.

Grading Rubric:

The assignment will be graded based on the depth of the introduction, the quality of the lesson plan, and the reflection on personal growth and potential challenges.

Text Structures Literacy Project

Mar
23

Due: Saturday, Mar 23 at 11:59 pm

Objective:

The objective of this assignment is for undergraduate special education students to demonstrate a comprehensive understanding of the importance of teaching fiction and nonfiction text structures to secondary students with mild to moderate disabilities. Students will showcase mastery in recognizing, analyzing, and applying different text structures to support reading comprehension in diverse genres.

Instructions:*Part 1: Literature Review (20 points)*

Introduction to Text Structures (5 points): Provide an overview of the significance of understanding text structures in fiction and nonfiction for students with mild to moderate disabilities. Include relevant research findings and theoretical frameworks supporting the role of text structures in reading comprehension.

Fiction Text Structures (5 points): Explore the various text structures commonly found in fiction, such as plot elements, character development, and narrative devices. Discuss how these elements contribute to overall comprehension.

Nonfiction Text Structures (5 points): Investigate the different text structures present in nonfiction, including cause and effect, compare and contrast, and chronological order. Analyze how understanding these structures enhances comprehension in informational texts.

Integration and Implications (5 points): Synthesize the information gathered and discuss how an integrated approach to teaching fiction and nonfiction text structures is crucial for supporting literacy development in secondary students with mild to moderate disabilities.

Part 2: Text Structure Lesson Plan (30 points)

Develop a detailed lesson plan focusing on explicit instruction of fiction and nonfiction text structures for secondary students with mild to moderate disabilities. Include the following components:

Objective (5 points): Clearly state the learning objective related to recognizing and understanding text structures in fiction and nonfiction.

Materials (5 points): List and describe the materials needed for the lesson.

Procedure (10 points): Outline a step-by-step procedure for the lesson, incorporating evidence-based instructional approaches for teaching text structures.

Differentiation (5 points): Describe how the lesson plan addresses the diverse needs of students in the mild to moderate range.

Assessment (5 points): Detail an assessment plan to measure students' ability to identify and apply text structures in both fiction and nonfiction.

Part 3: Reflection and Implementation (15 points)

Write a reflective essay on the importance of teaching fiction and nonfiction text structures to

secondary students with mild to moderate disabilities. Include the following:

Connection to Literature (5 points): Discuss how your lesson plan aligns with the findings from your literature review.

Implementation Challenges (5 points): Anticipate and address potential challenges in implementing the lesson plan.

Impact on Reading Comprehension (5 points): Reflect on how understanding and applying text structures can positively impact reading comprehension for students with mild to moderate disabilities.

Submission Guidelines:

Submit a well-organized and properly formatted document.

Clearly label and separate each section of the assignment.

Grading Rubric:

The assignment will be graded based on the depth of the literature review, the quality of the lesson plan, and the reflection on personal growth and potential challenges. Emphasis will be placed on evidence-based instructional approaches and their alignment with the literature on teaching text structures to students with mild to moderate disabilities.

Background Knowledge Literacy Project

Apr
06

Due: Saturday, Apr 06 at 11:59 pm

Objective:

The objective of this assignment is for undergraduate special education students to demonstrate a comprehensive understanding of the importance of building background knowledge to support reading comprehension in secondary students with mild to moderate disabilities. Students will showcase mastery in recognizing, implementing, and assessing strategies for building background knowledge in diverse subject areas.

Instructions:

Part 1: Literature Review (20 points)

Introduction to Background Knowledge (5 points): Provide an overview of the significance of background knowledge in reading comprehension for students with mild to moderate disabilities. Include relevant research findings and theoretical frameworks supporting the role of background knowledge in literacy development.

Impact on Comprehension (5 points): Explore how a lack of background knowledge may impede comprehension and academic success for secondary students. Discuss findings on the correlation between background knowledge and reading proficiency.

Strategies for Building Background Knowledge (5 points): Investigate evidence-based instructional strategies for building background knowledge in various subject areas. Analyze how these strategies cater to the unique needs of students with mild to moderate disabilities.

Integration and Implications (5 points): Synthesize the information gathered and discuss how an integrated approach to building background knowledge is essential for supporting literacy development in secondary students with mild to moderate disabilities.

Part 2: Background Knowledge Lesson Plan (30 points)

Develop a detailed lesson plan focusing on explicit instruction for building background knowledge for secondary students with mild to moderate disabilities. Include the following components:

Objective (5 points): Clearly state the learning objective related to building background knowledge to enhance reading comprehension.

Materials (5 points): List and describe the materials needed for the lesson.

Procedure (10 points): Outline a step-by-step procedure for the lesson, incorporating evidence-based instructional approaches for building background knowledge.

Differentiation (5 points): Describe how the lesson plan addresses the diverse needs of students in the mild to moderate range.

Assessment (5 points): Detail an assessment plan to measure students' ability to apply background knowledge to improve reading comprehension.

Part 3: Reflection and Implementation (15 points)

Write a reflective essay on the importance of building background knowledge for secondary students with mild to moderate disabilities. Include the following:

Connection to Literature (5 points): Discuss how your lesson plan aligns with the findings from your literature review.

Implementation Challenges (5 points): Anticipate and address potential challenges in implementing the lesson plan.

Impact on Reading Comprehension (5 points): Reflect on how building background knowledge can positively impact reading comprehension for students with mild to moderate disabilities.

Submission Guidelines:

Submit a well-organized and properly formatted document.

Include citations and references following APA style.

Clearly label and separate each section of the assignment.

Grading Rubric:

The assignment will be graded based on the depth of the literature review, the quality of the lesson plan, and the reflection on personal growth and potential challenges. Emphasis will be placed on evidence-based instructional approaches and their alignment with the literature on building background knowledge for students with mild to moderate disabilities.

Levels of Inferencing Literacy Project

Apr
13

Due: Saturday, Apr 13 at 11:59 pm

Objective:

The objective of this assignment is for undergraduate special education students to demonstrate a comprehensive understanding of the importance of teaching inferencing skills to support reading comprehension in secondary students with mild to moderate disabilities. Students will showcase mastery in recognizing, implementing, and assessing strategies for teaching inference in diverse literary contexts.

Instructions:

Part 1: Literature Review (20 points)

Introduction to Inference Skills (5 points): Provide an overview of the significance of inferencing

Introduction to Inference Skills (5 points): Provide an overview of the significance of inferencing in reading comprehension for students with mild to moderate disabilities. Include relevant

research findings and theoretical frameworks supporting the role of inference in literacy development.

Impact on Comprehension (5 points): Explore how proficient inferencing skills enhance comprehension and critical thinking abilities in secondary students. Discuss findings on the correlation between inferencing skills and overall reading proficiency.

Strategies for Teaching Inference (5 points): Investigate evidence-based instructional strategies for teaching inferencing skills in various genres and subject areas. Analyze how these strategies accommodate the unique needs of students with mild to moderate disabilities.

Integration and Implications (5 points): Synthesize the information gathered and discuss how an integrated approach to teaching inferencing is essential for supporting literacy development in secondary students with mild to moderate disabilities.

Part 2: Inference Skills Lesson Plan (30 points)

Develop a detailed lesson plan focusing on explicit instruction for teaching inferencing skills to secondary students with mild to moderate disabilities. Include the following components:

Objective (5 points): Clearly state the learning objective related to teaching inferencing skills to enhance reading comprehension.

Materials (5 points): List and describe the materials needed for the lesson.

Procedure (10 points): Outline a step-by-step procedure for the lesson, incorporating evidence-based instructional approaches for teaching inferencing skills.

Differentiation (5 points): Describe how the lesson plan addresses the diverse needs of students in the mild to moderate range.

Assessment (5 points): Detail an assessment plan to measure students' ability to apply inferencing skills to improve reading comprehension.

Part 3: Reflection and Implementation (15 points)

Write a reflective essay on the importance of teaching inferencing skills to secondary students with mild to moderate disabilities. Include the following:

Connection to Literature (5 points): Discuss how your lesson plan aligns with the findings from your literature review.

Implementation Challenges (5 points): Anticipate and address potential challenges in implementing the lesson plan.

Impact on Reading Comprehension (5 points): Reflect on how teaching inferencing skills can positively impact reading comprehension for students with mild to moderate disabilities.

Submission Guidelines:

Submit a well-organized and properly formatted document.

Include citations and references following APA style.

Clearly label and separate each section of the assignment.

Grading Rubric:

The assignment will be graded based on the depth of the literature review, the quality of the lesson plan, and the reflection on personal growth and potential challenges. Emphasis will be placed on evidence-based instructional approaches and their alignment with the literature on teaching inferencing skills to students with mild to moderate disabilities.

Dialogic Journal for Reflective Learning in Literacy Education

Apr
22

Due: Monday, Apr 22 at 11:59 pm

Objective:

The objective of this assignment is for undergraduate special education students to engage in ongoing reflective dialogue through a digital dialogic journal with their assigned partner. The weekly conversations will focus on connecting course readings to personal experiences, practicum observations, and insights gained throughout the semester. The final synthesis will be presented in the form of a PowerPoint presentation.

Instructions:*Part 1: Weekly Dialogic Journaling (60 points)*

Contact your partner during first week of the semester (5 points): Students will be paired at the beginning of the semester. Contact your partner the first week of the semester.

Setting up the Digital Journal (5 points): Students will choose a digital platform (e.g., Google Docs, Microsoft Word, or an online journaling tool) to create their shared dialogic journal.

Weekly Journal Entries (40 points): Each student in the pair will write a reflective entry in the digital journal every week, responding to prompts provided by the instructor. Prompts may include questions such as those mentioned in the assignment description (e.g., connections to practicum experiences, personal reflections on readings, questions, surprises, etc.).

Weekly Responses (10 points): Students will read their partner's entry and respond with thoughtful comments, additional reflections, and questions, creating a dynamic conversation.

Part 2: Final Synthesis Presentation (40 points)

Synthesizing Learning (15 points): At the end of the semester, each pair will collaboratively synthesize their learning from the dialogic journal entries. This should include key insights, personal growth, and connections between course content and practical experiences.

PowerPoint Presentation (15 points): Create a visually engaging PowerPoint presentation that communicates the collaborative synthesis. Include key takeaways, challenges, successes, and implications for future practice.

Reflection on Growth (10 points): Each student will provide a brief reflection on their personal growth throughout the semester, highlighting the role of the dialogic journal in fostering reflection and learning.

Submission Guidelines:

Weekly journal entries and responses must be submitted on time.

The final synthesis presentation must be submitted by the specified deadline.

Grading Rubric:

Weekly Journal Entries and Responses (60 points): Quality and depth of reflections, engagement in the conversation, and adherence to the prompt.

Final Synthesis Presentation (40 points): Clarity of communication, depth of reflection, creativity in presentation, and synthesis of learning.

Note:

Please maintain respectful and constructive feedback in the dialogic journal.

Please delve into personal experiences and connect theoretical concepts to real-world applications.

Remember that ongoing reflection is important in the development of effective literacy educators.

Participation

**Apr
24**

Due: Wednesday, Apr 24 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Projects	54.84%
TRI Videos	25.81%
Final Project	12.9%
Attendance	6.45%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at

801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Assignments	To Be Prepared for Class
Week 1		
M Jan 08 Monday	Start of Classes	Guest Lecture Motivation and Engagement
W Jan 10 Wednesday		Motivation and Reading
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
W Jan 17 Wednesday		<p>Asynchronous Class: Create and Complete a Reading Interest Survey</p> <p>Step 1: Review Nearpod with Partner (may be via zoom;https://app.nearpod.com/?pin=QSBTC)</p> <p>Step 2: Work with Partner to complete the "Agree, Disagree, Explanation Sheet with each other."</p> <p>Step 3: Work with another human to complete the "Student Reading Interest Inventory"</p> <p>Step 4: Create your own Reading Interest Inventory One-Pager</p> <p>Step 5: When you have completed steps 1-4, write an entry in your dialogic journal about what you now know about reading engagement.</p> <p>Step 6: Exchange your dialogic journal with your Partner and respond to something you learned about them by reading their journal entry.</p> <p>Step 7: Be ready to share in class.</p>
Week 3		
M Jan 22 Monday		Hennessy Chapter 1 & 2 The Nature of Reading Comprehension
W Jan 24 Wednesday		Hennessy Chapter 3 The Nature of Reading Comprehension
Sa Jan 27 Saturday	Literacy Learning Preference Project	
Week 4		
M Jan 29 Monday		Hennessy Chapter 4 pages 57-74 vocabulary
W Jan 31 Wednesday		Hennessy Chapter 4 pages 75-87 vocabulary

Sa Feb 03 Saturday		
Week 5		
M Feb 05 Monday		TRI Purple: Check out TRI kit. Read all TRI Teaching Guides
W Feb 07 Wednesday		TRI Purple: Review all TRI teaching guides
Sa Feb 10 Saturday	Vocabulary Literacy Project	
Week 6		
M Feb 12 Monday		TRI Purple: Have already practiced all word work activities with a human - preferably a practicum student.
W Feb 14 Wednesday		TRI Purple: Review TRI Guided Oral Reading Guide
Sa Feb 17 Saturday	TRI PURPLE Video 1	
Week 7		
M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction	TRI Writing: Review TRI Writing
W Feb 21 Wednesday		TRI Writing: Review TRI Writing
Week 8		
M Feb 26 Monday	Dialogic Journal Prompt: Write about the link between syntax, structure, and reading comprehension.	Hennessy Chapter 5 pages 89-99
W Feb 28 Wednesday		Hennessy Chapter 5 pages 100-117
Sa Mar 02 Saturday		
Week 9		
M Mar 04 Monday	Dialogic Journal Prompt: Write about doing TRI Writing with a human. What went well? What was difficult? What else do you need to know?	Have already practiced two activities from Chapter 5 with a human - preferably a practicum student
W Mar 06 Wednesday		Hennessy Chapter 6 pages 119-124

Sa Mar 09 Saturday	<p>TRI WRITING VIDEO DUE:</p> <p>To complete this assignment you will:</p> <ol style="list-style-type: none"> 1. Summarize a book with a human. 2. Rehearse 2-3 sentences from the summary. 3. Write the summary interactively "sharing the pen/pencil" with your human. 4. Make sure to reread the sentences with the student. <p>TRI WRITING Video 2</p>	
Week 10		
M Mar 11 Monday	<p>Dialogic Journal Prompt:</p> <p>Write about why text structures are important to aid students in reading comprehension. What is your favorite/most helpful text structure and why?</p>	Hennessy Chapter 6 pages 125-134
W Mar 13 Wednesday		Hennessy Chapter 6 pages 135-146
F Mar 15 Friday	No Classes	
Sa Mar 16 Saturday	Syntax and Sentence Literacy Project	
Week 11		
M Mar 18 Monday		Have already practiced two activities from Chapter 6 with a human - preferably with a practicum student
W Mar 20 Wednesday		Review fiction and nonfiction text features and structures
Sa Mar 23 Saturday	Text Structures Literacy Project	
Week 12		
M Mar 25 Monday	<p>Dialogic Journal Prompt:</p> <p>Write about what stood out the most to you from class discussions this week. How will you carry this information into your own classroom?</p>	Hennessy Chapter 7 pages 147-153
W Mar 27 Wednesday		Hennessy Chapter 7 pages 153-165
Week 13		
M Apr 01 Monday	<p>Dialogic Journal Prompt:</p> <p>Write about your favorite activity to build background knowledge. Define schema. Write about how building background knowledge helps with reading comprehension.</p>	Hennessy Chapter 8 pages 167-177

W Apr 03 Wednesday		Hennessy Chapter 8 pages 178-191
Sa Apr 06 Saturday	Background Knowledge Literacy Project	
Week 14		
M Apr 08 Monday	Dialogic Journal Prompt: Write about your first memory in learning to use inferencing skills. Why is inferencing skills/the ability to infer integral to building reading comprehension?	Have already practiced two activities from Chapter 8 with a human - preferably with a practicum student
W Apr 10 Wednesday		Hennessy Chapter 9
Sa Apr 13 Saturday	Levels of Inferencing Literacy Project	Presentations
Week 15		
M Apr 15 Monday	Dialogic Journal Prompt: Write about what you learned from the class this semester.	
W Apr 17 Wednesday	Last Day of Class	Presentations
Th Apr 18 Thursday	Exam Preparation Day	
Week 16		
M Apr 22 Monday	Final Exam Day Dialogic Journal for Reflective Learning in Literacy Education	
T Apr 23 Tuesday	Final Exam Day	
W Apr 24 Wednesday	Participation	