I. Course Information
Course: RED 9004 - Teaching Reading in Diverse Classrooms
Semester Credit Hours: 3.0
Course CRN and Section: 22586 - L01
Semester and Year: Fall 2021
Course Start and End Dates: 08/23/2021 - 12/12/2021
Building and Room: Online Venue - CANVAS

II. Instructor Information
Professor: Zandra Stino
Email: stino@nova.edu

III. Class Schedule and Location

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Building/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08/23/2021 - 12/12/2021</td>
<td>Programs On-line</td>
<td>Online Venue-CANVAS</td>
<td></td>
</tr>
</tbody>
</table>

IV. Course Description
Catalog Description
This course will examine critical issues, challenges, and research perspectives on teaching reading in multicultural, multilingual, and other diverse classroom settings. Students will discuss the research on how issues of literacy learning intersect with policy decisions that effect diverse learners. Prerequisite/s: None.

Course Rationale:
Large numbers of English Language Learners and other diverse groups are found in mainstream classrooms. This can create challenges as well as rewards for the teacher and students alike. Candidates will learn meaningful, ethical, and appropriate ways of accommodating diverse learners in their classrooms.

V. Course Objectives / Learning Outcomes
1) Understand the current research on reading and writing development among bilingual learners and speakers of non-traditional dialects of English.
2) Explore the patterns of culture in the literacy classroom and those that students bring to the act of literacy learning – those learned by their families and communities.
3) Examine and discuss the educational policy decisions that affect culturally and linguistically diverse learners.

1. Objectives:
Candidates will demonstrate understanding of the following:
   a. Current issues and best practices in literacy instruction (CAEP 1, ILA/NCATE 2, 4; NBPTS 2).
   b. Best practices in early literacy: Preschool, kindergarten, and first grade (IRA/ILA/NCATE 1, NBPTS 2, CAEP 1).
   c. Best practices to change the trajectory of struggling readers (CAEP 1, ILA/NCATE 4, NBPTS 5).
   d. Best practices for teaching dual language and special needs students (CAEP 1,
e. Best practices in teaching the New Literacies (CAEP 1, IRA/ILA/NCATE 2, NBPTS 2).

2.
1.
2.
3.
a. Involvement of family in the literacy process (CAEP 1, IRA/ILA/NCATE 2, 4; NBPTS 2).

4.
a. The importance of professional development (IRA/ILA 6).

5.

**LEGEND FOR OBJECTIVES**

<table>
<thead>
<tr>
<th>Standard Abbreviation</th>
<th>Standard Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP</td>
<td>Council for the Accreditation of Educator Preparation</td>
</tr>
<tr>
<td>FL DOE</td>
<td>Florida Department of Education</td>
</tr>
<tr>
<td>ILA</td>
<td>International Literacy Association</td>
</tr>
<tr>
<td>NBPTS</td>
<td>National Board for Professional Teaching Standards</td>
</tr>
</tbody>
</table>

VI. **Materials and Resources**

**Book Url:** [NSU Book Store](https://www.nova.edu/wcc)

**Course Required Texts and Materials:**

**Materials and Resources:**

**Required Texts and Materials:**

There is no required textbook. Required journal articles are listed in the Course Schedule, the welcome letter, and in *Appendix A*. (All articles can be retrieved electronically without cost from the Alvin Sherman Library.)

**Suggested Supplemental Materials:**


**Required Writing Tools:**

- Go to [grammarly.com](https://grammarly.com) and download this tool. You may use the free version or choose to upgrade to the paid, premier edition (unless you already have a similar program). This tool will highlight possible grammar and spelling errors.
- Make an appointment with a Writing Consultant at the Writing and Communication Center at [https://www.nova.edu/wcc](https://www.nova.edu/wcc) or go directly to [https://nova.mywconline.com/](https://nova.mywconline.com/) to make an appointment for assistance with your writing skills, if requested by your instructor.
**Course Requirements:**

1. Each candidate must acquire a working NSU email address for enrollment in all courses, whether or not instruction is live or online. To open an NSU email, go to http://www.nova.edu/resources/nsuidentity.html.
2. Each candidate must use the appropriate programs/files (i.e., Microsoft Word, PDF, and JPG) when taking online courses in order to insure that the instructor can open and grade written work.
3. Candidates who are enrolled in an online section of the course must procure a headset with a microphone for live class sessions. The sessions are interactive and the microphone enables oral participation. Cameras should be turned on for chats.

**Course Supplemental Materials:**

**VII. Course Requirements**

*Classes begin on Monday. Students must contact their instructor by Friday of that week in order to avoid being dropped from the course.* Students are expected to attend all sessions interactively. They must post discussions and presentations by the due dates and attend all chat sessions. Points will be deducted for late submissions, excessive grammatically, mechanical, and spelling errors. Points will also be deducted for missing or incorrect title pages, pagination, and/or reference format.

**VIII. Course Schedule and Topic Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1    | Reading around the World | **Required Readings:**  
| 2 | Reading around the World | **Required Readings:**


| 3 | Early Literacy | **Required Readings:**


| 4 | Early Literacy | **Assignments:**  
Assignment #1 due by the end of the week  
**Required Readings:**  
Immersing first graders in poetry:  
<table>
<thead>
<tr>
<th>5</th>
<th>Early Literacy</th>
<th>Required Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>English Language Learners</td>
<td>Required Readings:</td>
</tr>
<tr>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Special Learning Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #2 due by the end of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9 | Students with Special Learning Needs | Required Readings:  
| 10 | Family Involvement | Required Readings:  
| 11 | Family Involvement | Required Readings:  
Assignments:
Assignment #3 due by the end of the week

Required Readings:


| 14 | Professional Development | Required Readings:


**Topic Outline:**

See above
IX. Instructional Methods
This course is composed of interactive discussions and presentations in a seminar-style setting.

X. Assignments
Assignment #1
Achieving High Quality Education Standards for LD Students

Directions:

Read the position paper written by The National Joint Committee on Learning Disabilities (NJCLD) (2017). Learning disabilities and achieving high quality education standards. It can be retrieved at this website: [http://www.ldonline.org/pdfs/njcld/NJCLDHQUESFin.pdf](http://www.ldonline.org/pdfs/njcld/NJCLDHQUESFin.pdf)

According to NJCLD, it is necessary to consider a number of critical areas that are necessary if students with learning disabilities are to achieve high quality education standards. Address the elements below:

- Why is it important to address keys to success in providing ongoing high-quality professional development? Discuss at least three of these keys. (CAEP 4, CEC 6, FEAP b.6.e, InTASC 10r, IRA/ILA 6.1)
- What does it mean to align curriculum and instructional strategies to meet the needs of students with learning disabilities? Discuss at least three means of alignment and why they are relevant. (ACEI 3.4, CAEP 1, CEC 2, FEAP a.3.a, InTASC 5, IRA/ILA 4.2)
- What should we consider in choosing valid and appropriate assessments that reveal students’ strengths, needs, and achievement levels? Discuss at least three factors to be considered and their importance (ACEI 3.4; CAEP ;, CEC 3; FEAP a.1.d; IRA/ILA 3.2; TESL 4)
- What factors should we consider when developing a comprehensive understanding of the “whole child”? Discuss at least three factors and their relevance. (ACEI 5.1, CAEP 1, CEC 2, FEAP b.6.a, InTASC 3c, IRA/ILA5.2)
- What is transitional planning, and why is it important in preparing students for success in college or a career? Discuss at least three factors in planning and their importance (ACEI 5.2; CAEP 1; CEC 1, 2; FEAP a.2.d; TESL 4; InTASC 2.d; ILA/IRA 4.1; TESL 4)

<table>
<thead>
<tr>
<th>Scoring Rubric for Assignment #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
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<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture (ILA Standard 6.1)</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity (ILA Standard 4.2)</td>
</tr>
</tbody>
</table>
### Points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes (ILA Standard 3.2)</td>
<td>0 - 2</td>
<td>3</td>
<td>The candidate adequately addressed more than three factors to be considered in choosing valid and appropriate assessments.</td>
</tr>
<tr>
<td>The candidate did not adequately address three factors to be considered in choosing valid and appropriate assessments.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed three factors to be considered in choosing valid and appropriate assessments.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed more than three factors to be considered in choosing valid and appropriate assessments.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write (ILA Standard 5.2)</td>
<td>0 - 2</td>
<td>3</td>
<td>The candidate adequately addressed more than three factors to consider when developing a comprehensive understanding of the “whole child” and their relevance.</td>
</tr>
<tr>
<td>The candidate did not adequately address three factors to consider when developing a comprehensive understanding of the “whole child” and their relevance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed three factors to consider when developing a comprehensive understanding of the “whole child” and their relevance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed more than three factors to consider when developing a comprehensive understanding of the “whole child” and their relevance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>0 - 2</td>
<td>3</td>
<td>The candidate adequately addressed more than three factors in planning and their importance.</td>
</tr>
<tr>
<td>The candidate did not adequately address three factors in planning and their importance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed three factors in planning and their importance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate adequately addressed more than three factors in planning and their importance.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>15</td>
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</table>

Points will be deducted for the following:
- Late submission
- Excessive spelling, mechanical, and/or mechanical errors
- Incorrect APA format

Total Points: 15
Due Week: 4

**Assignment #2**

**Issues with Adult Struggling Readers**

**Directions:**
Retrieve the *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* from the Alvin Sherman Library.
Choose five articles with a theme concerning adult readers (college readiness, best practices in teaching, etc.)
Summarize each article and analyze whether each article is relevant for teaching adult learners today.

**Scoring Rubric for Assignment #2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The candidate did not effectively summarize and analyze the article.</td>
<td>The candidate effectively summarized and analyzed Article #1.</td>
<td>The candidate effectively summarized and analyzed the article, giving examples</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The candidate did not effectively summarize and analyze the article.</td>
<td>The candidate effectively summarized and analyzed Article #2.</td>
<td>The candidate effectively summarized and analyzed the article, giving examples</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The candidate did not effectively summarize and analyze the article.</td>
<td>The candidate effectively summarized and analyzed Article #3.</td>
<td>The candidate effectively summarized and analyzed the article, giving examples</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The candidate did not effectively summarize and analyze the article.</td>
<td>The candidate effectively summarized and analyzed Article #4.</td>
<td>The candidate effectively summarized and analyzed the article, giving examples</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The candidate did not effectively summarize and analyze the article.</td>
<td>The candidate effectively summarized and analyzed Article #5.</td>
<td>The candidate effectively summarized and analyzed the article, giving examples</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td></td>
<td>30</td>
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</table>

Generated: 6/30/2021
Points will be deducted for the following:
late submission
excessive grammatical, spelling, and/or mechanical errors
missing or incorrectly formatted title page, page numbers, and/or references.

Assignment #3
Meta-analysis of Research about Diverse Learners

Complete an analysis on the studies that have been done on ONE of the following topics. Whatever your topic, you must have the instructor’s approval BEFORE you begin. This means a review of at least 10 research-based and peer-reviewed articles. Include a statement of the issues faced by one of these groups, a review and analysis of the articles, and suggestions for teaching and intervention based on these articles.

Issues to be examined in your meta-analysis (Choose one)
- Issues facing students with reading difficulties
- Issues with students with special needs
- Issues with ELLs
- Involvement of family and community

Due Week 12
Total Points: 35

Points will be deducted for the following:
late submission
excessive grammatical, spelling, or mechanical errors
missing or incorrectly formatted page numbers, title page, and/or references

Scoring Rubric for Assignment #3:

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<tr>
<th>Element</th>
<th>Not Met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>0 - 3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The student did not accurately state the problem associated with teaching one group of diverse learners.</td>
<td>The student accurately stated the problem associated with teaching one group of diverse learners.</td>
<td>The student accurately stated the problem associated with teaching one group of diverse learners at length and giving various examples.</td>
</tr>
<tr>
<td>Points</td>
<td>0 - 11</td>
<td>12 - 14</td>
<td>15</td>
</tr>
<tr>
<td>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)</td>
<td>The student did not submit a relevant review of literature discussing 10 articles.</td>
<td>The student submitted a relevant review of literature discussing 10 articles.</td>
<td>The student submitted a relevant and in depth review of literature discussing more than 10 articles.</td>
</tr>
<tr>
<td>Points</td>
<td>0 - 11</td>
<td>12 - 14</td>
<td>15</td>
</tr>
</tbody>
</table>
Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (ILA Standard 4.1)  

The candidate did not identify strategies and interventions for working with a group of diverse learners including family and community involvement.  

The candidate identified strategies and interventions for working with a group of diverse learners including family and community involvement.  

The candidate identified a number of comprehensive strategies and interventions for working with a group of diverse learners including family and community involvement.  

| Total Possible Points | 35 |

**Participation:**  
Total Points: 20  
Due Weeks 1 - 14  
This grade will be given by the instructor based upon the quality of your discussions and participation in chats.

**XI. Assessments**  
See assignments

**XII. Grading Criteria**  
**Final Course Grade:**  
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1. Achieving High Quality Education Standards for LD Students</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #2. Issues with Adult Struggling Readers</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment #3. Meta-analysis of Research about Diverse Learners</td>
<td>35%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>

**EdD Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.0</td>
</tr>
</tbody>
</table>
### XIII. Course Policies

Candidates must contact the instructor by Friday of the first week of class in order to avoid being dropped from the course.

### XIV. University Policies

#### A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online [http://education.nova.edu/students/current-students/studentcataloghandbook.html](http://education.nova.edu/students/current-students/studentcataloghandbook.html).

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct.
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution**.

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

**Note:** If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

#### B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source...
such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Fischler College of Education policies and procedures.

C. Americans with Disabilities Act (ADA)
Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations. The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at http://www.nova.edu/disabilityservices/index.html, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation
- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the FCE&SCJ Catalog and Student Handbook is available http://education.nova.edu/students/current-students/studentcataloghandbook.html. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:
Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students’ personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to
such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act (“FERPA”).

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XV. Bibliography

<table>
<thead>
<tr>
<th>Books &amp; Articles</th>
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B. Peer-Reviewed Journals

*Journal of Adolescent and Adult Literacy*
*Journal of Reading*
*Language Arts*
*Middle School Journal*
*NASSP Bulletin*
*Phi Delta Kappan*
*Reading Horizons*
*Reading Research Quarterly*
*The Reading Teacher*
*Teaching Exceptional Children*
*The Harvard Review*
*Voices from the Middle*

1. Websites

Florida Department of Education. Retrieved from [http://www.firm.edu/doe/doehome.htm](http://www.firm.edu/doe/doehome.htm)
The International Literacy Association. Retrieved from [www.reading.org](http://www.reading.org)
Teachers of English to Speakers of Other Languages. Retrieved from [http://www.tesol.edu](http://www.tesol.edu)
Additional Assistance with APA Formatting and Writing:
For assistance with writing, go to the Writing and Communication Center/SharkWrites at https://nsufl.libguides.com/c.php?g=746922&p=5351459 where there are writing-related resources. There is a link to make an appointment with a Writing Consultant (for a face-to-face or online meeting). There is another link for making an appointment with a library, for assistance with finding resources.


XVI. Appendix/Appendices
Appendix A

Required Readings

(All articles can be retrieved electronically without cost from the Alvin Sherman Library.)

Week 1:


Week 2:


Week 3:


Week 4:


Week 5:


Week 6:


**Week 7:**


**Week 8:**


**Week 9:**


Week 10:


Week 11:


Week 12:


Week 13:


**Week 14:**


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