

University of Wisconsin-Whitewater  
Curriculum Proposal Form #4  
**Change in or Deletion of an Existing Course**

Type of Action (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Course Deletion                                     | <input type="checkbox"/> Requisite Change                              |
| <input checked="" type="checkbox"/> Course Revision                          | <input type="checkbox"/> Repeatability Change                          |
| <input checked="" type="checkbox"/> Description Change*                      | <input type="checkbox"/> Diversity Option                              |
| <input checked="" type="checkbox"/> Title Change                             | <input type="checkbox"/> General Education Option<br>area: Select one: |
| <input type="checkbox"/> Number Change                                       | <input type="checkbox"/> Computer Requirement                          |
| <input checked="" type="checkbox"/> Contact Hour Change and or Credit Change | <input type="checkbox"/> Writing Requirement                           |
| <input type="checkbox"/> Grade Basis   | <input type="checkbox"/> Other:  |
| <input type="checkbox"/> Add Cross-listing                                   |  |

\* Use Form 5, if only a Description Change

**Effective Term:** 2081 (Spring 2008)

**Current/Old Course Number:** READING 773 & CIFLD 774 Field Experience in Reading Programs

**Cross-listing:**

**New Course Number:** READING 773 **Cross-listing:**

**Current/Old Course Title:** Research Related to the Teaching of Reading

**New Course Title:** Literacy Research: Theory and Application

**25-Character Abbreviation** (if new title):

**Sponsor(s):** John Zbikowski and Pat Shaw

**Department(s):** Curriculum and Instruction

**College(s):** Education

**List all programs that are affected by this change:**  
**MSE Reading and MSE PD**

**If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?**

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

- NA       Yes       They will be submitted in the future

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form4.htm>)

I. **Detailed explanation of changes** (use FROM/TO format)

**FROM:**

*Title: Research Related to the Teaching of Reading*

*Course Description: Comprehensive view and evaluation of the literature and research in reading. The influence of research studies upon teaching procedures and upon the selection and use of materials for reading instruction will be considered.*

*Credits: 2*

*Course Objectives: (Can't locate the objectives varied from professor to professor – try archives)*

**TO:**

***Title: Literacy Research: Theory and Application***

***Course Description: The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.***

***Credits: 3 (See justification below)***

***Course Goals and Standards:***

**International Reading Association and NCATE Standards**

**Foundational Knowledge - Candidates have knowledge of the foundations of reading and writing processes and instruction.**

- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading**
- 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read**

## Course Objectives:

The students will:

- a. Review the guidelines for performing action research and identify an initial topic for the capstone. (WTS #1)
- b. Review guidelines for performing specific types of research including but not limited to case study, correlational, ethnographic, experimental and quasi-experimental, and survey research\* and write a short paper relating the initial selected topic to a research methodology. (WTS #1)
- c. Read and discuss documents related to the history of reading research and instruction. (WTS #1)
- d. Read topical research studies related to the specific types of research listed above (b) and analyze the methodology or instrument design as well as the relationship of the topic to literacy instruction and reconsider in writing paper relating the initial selected topic to a research methodology. (WTS #1)
- e. Read and discuss classic meta-analyses related to the topic of literacy instruction and the National Reading Panel Report and review in writing one meta-analysis related to capstone topic. (WTS #1)
- f. Read, discuss, and summarize in writing one classic work related to learning to read. (WTS #1)
- g. Read ,discuss, and summarize theoretical works or reviews of research related to literacy instruction and pertinent to the individual student's area of interest. (WTS # 1-4)
- h. Students will prepare a summary of research on their particular topic by tracing references back through five sources. (WTS #1)
- i. Identify a capstone topic and read related literature and research (WTS #1)
- j. Identify a means for accomplishing their capstone project, whether this includes curriculum design and implementation or a particular research methodology (WTS #1, 6, and 8)
- k. Develop a Capstone Project Proposal (WTS #1)
- l. Develop a first draft of the review of literature to be used in the student's degree capstone report. (WTS #1 and 6)

## II. Justification for action:

*The current reading research course has not been revised for many years. Therefore, the main purpose of this action is to update course content.*

*In addition, it is currently taught as a two-credit course in conjunction with Reading 774 Field Experience in Reading Programs, which is a one-credit course. Since the two courses have always been taught together, by the same instructor, at the same time, one dealing with the research related to reading and the other the application of the research in a field based study this action proposes to combine the two courses into one three-credit course.*

*A third reason that this course is being revised is to fit into the new MSE PD program as it will serve as a substitute for the midpoint course in the new program. Therefore, it is imperative that this course now include the development of a capstone proposal and an initial review of literature.*

III. **Syllabus/outline** (if course Revision)

(See attached)

University of Wisconsin-Whitewater

Literacy Research: Theory and Application  
Reading 773  
(3 Credits)

Instructor: TBA

Office:

Office Hours:

Phone:

Email:

**Course Description:** The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.

**Course Prerequisites: To register for the course**

1. The student will have successfully completed the induction seminar (EDFOUND/CIGENRL 723) and the research course (EDFOUND 780) and READING 764, 766, 767, and 772  
**or**
2. The student must have the permission of the instructor.

## Course Goals and Standards:

### International Reading Association and NCATE Standards

**1.0 Foundational Knowledge** - Candidates have knowledge of the foundations of reading and writing processes and instruction.

- |                             |            |  |
|-----------------------------|------------|--|
|                             | <b>1.3</b> | <b>Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading</b> |
| 1. <input type="checkbox"/> | <b>1.3</b> | <b>Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read</b>  |
| 2. <input type="checkbox"/> |            |  |
| 3. <input type="checkbox"/> |            |  |
| 4. <input type="checkbox"/> |            |  |

### Course Objectives:

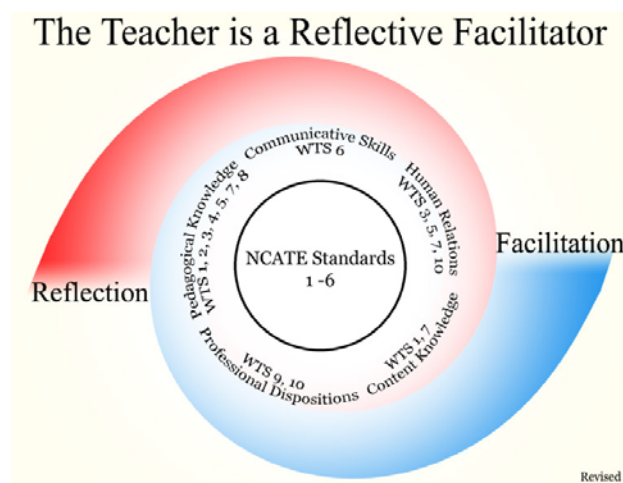
The students will:

- l. Review the guidelines for performing action research and identify an initial topic for the capstone. (WTS #1)
- m. Review guidelines for performing specific types of research including but not limited to case study, correlational, ethnographic, experimental and quasi-experimental, and survey research\* and write a short paper relating the initial selected topic to a research methodology. (WTS #1)
- n. Read and discuss documents related to the history of reading research and instruction. (WTS #1)
- o. Read topical research studies related to the specific types of research listed above (b) and analyze the methodology or instrument design as well as the relationship of the topic to literacy instruction and reconsider in writing paper relating the initial selected topic to a research methodology. (WTS #1)
- p. Read and discuss classic meta-analyses related to the topic of literacy instruction and the National Reading Panel Report and

- review in writing one meta-analysis related to capstone topic. (WTS #1)
- q. Read, discuss, and summarize in writing one classic work related to learning to read. (WTS #1)
  - r. Read ,discuss, and summarize theoretical works or reviews of research related to literacy instruction and pertinent to the individual student’s area of interest. (WTS # 1-4)
  - s. Students will prepare a summary of research on their particular topic by tracing references back through five sources. (WTS #1)
  - t. Identify a capstone topic and read related literature and research (WTS #1)
  - u. Identify a means for accomplishing their capstone project, whether this includes curriculum design and implementation or a particular research methodology (WTS #1, 6, and 8)
  - v. Develop a Capstone Project Proposal (WTS #1)
  - l. Develop a first draft of the review of literature to be used in the student’s degree capstone report. (WTS #1 and 6)

\*(The methodologies will be limited to those will be most applicable to the capstone project report.)

**Conceptual Framework:**



Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

The unit supports the code of ethics published by the specialty organization, the International Reading Association, located at <http://www.reading.org/association/about/code.html> and specifically related to the standard that:

“It is the obligation of members to report results of research and other developments in reading”.

### **Textbooks:**

Duke, N. K. & Mallette, M. H. (Eds.) (2004). *Literacy research methodologies*. New York: The Guilford Press

Farstrup, A. E. & Samuels, S. J. (Eds.) (2002). *What research has to say about reading instruction*. Newark, DE: International Reading

### **Other Required Reading:**

Specific documents are required reading for particular course assignments and are directly related to the objectives listed above. These documents are readily available online or through search databases such as EBSCO Host and Wilson Web. Where possible the direct line for the course assignment material has been given. See specific course assignments.

## **UWW & UWS Policies Statements:**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (For details, please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].

Students with disabilities that interfere with their ability to participate or benefit from the outlined activities shall be reasonably accommodated with respect to academic requirements. It is the student’s responsibility to notify the instructor within the first three weeks of class regarding the specific dates or activities, which s/he will request relief so that reasonable accommodations can be arranged. Notification and requests for accommodations shall be kept confidential.

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. **Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.** Students who violate these standards must be confronted and must accept the consequences of their actions. [UWS 14.01 Statement of Principles].

### **Course Assignments** (also see attached Module descriptions)

Assignments have been categorized by type as:

#### **Discussions:**

Students will prepare a discussion guide (to be turned in) for each of the following discussions or respond online to discussion questions.

1. After reading a document on Action Research students will identify a problem area in their own teaching that they may wish to pursue for their capstone project. Students share their initial idea and then respond to one other student’s idea. (Module 1; objective a – 5 points)

2. After reading documents related to the history of Reading students discuss the relationship between one element or incident in U.S. History, one element or incident in the history of education, and one movement in reading research and instruction from 1900-2006 (Module 3; objective c – 5 points)
3. After reading the historical documents students will also discuss any methods of reading that have been repeatedly rediscovered throughout the history of reading from colonial times to the present. (Module 3; objective c – 5 points)
4. After reading selected chapters from the text by Duke and Mallette students will discuss the methodology related to each chapter (Module 4; objective d – 18 points)
5. After reading documents related to meta-analysis students will share what steps and questions are appropriate for a meta-analysis and discuss in depth the procedures used by the National Reading Panel (Module 5; objective e – 7 points)
6. Students will share their final topic and methodology considerations for their capstone and get feedback from the instructor and class. (Module 8; objectives i and j – 5 points)

Total Discussions – 45 points

### **Papers:**

Including capstone considerations, reconsiderations, proposal, reference lists, and review of literature

1. After an initial discussion of topics and methodologies students will write a short one page paper identifying their initial thoughts on their capstone topic, method or curriculum development model, the strengths and weaknesses of the methodology, and identifying questions or concerns about their choices. (Module 2; objective b – 20 points)
2. After reading and discussing research by instrument or design students will reconsider what they wrote in paper one (#1 above) and submit this reconsideration for feedback ( Module 4; objective d- 10 points)

3. After reading a meta-analysis related to their topic choice students will summarize the meta-analysis (Module 5; objective e – 10 points)
4. After reading one of two classic works in reading research students will summarize the work (Module 6; objective f – 30 points)
5. Students will return to the National Reading Panel report, read two chapters related to their topic and summarize the information (Module 7; objective g – 10 points)
6. Students will select and summarize four chapters related to their topic from the text *What research has to say about reading instruction*. (Module 7; objective g – 40 points)
7. Student will trace sources back from the most relevant chapter read for paper #5, (tracing sources backwards four times). Students will then prepare a summary of this one topic from a historical perspective using the five or more sources. (Module 7; objective h- 30 points)
8. Students will turn in the same paper from Paper assignments one and two above with a final consideration of their project topic and methodology added. (Module 8; objectives i and j – 10 points)
9. Students will develop a reference of sources they have read and are going to read related to their topic. This list must contain at least 25 references. References from previous assignments may be used if relevant to the topic. (Module 8; objectives i and j – 20 points)
10. Students will turn in a capstone proposal, after feedback is received from the instructor students will show verification that they turned in a copy of the revised proposal to their advisor, see other assignments below. (Module 9; objectives j and k – 20 points)
11. Using selected readings (see references from paper assignment #8) students will develop the first draft of their review of literature. (Module 10; objective l -100 points)

Total Papers – 300 points

Other:

1. Student will submit verification that they submitted proposal to their advisor. This should be through an email attachment with a response from the advisor that they have received the proposal.

Total – 5 points

**Course – 350 points**

## Evaluation:

94-100%	329-350 points	A
89-93 %	312-328 points	A/B
84-88 %	294-311 points	B
78-83 %	273-293 points	B/C
73-77 %	256-272 points	C

## Attachments:

Module Descriptions

Course Schedule

Bibliography

## Module Assignments/Descriptions

### Introductory Module:

**Introduce purpose of course, syllabus, course assignments, and course schedule.**

### Module 1: Review of Action Research – Objective (a & g)

- a. **Read** the following document for a review of action research. (Objective a)

Ferrance, E. (2000). *Action Research*. From Northeast

and Islands Regional Education Laboratory at Brown University at

[http://www.alliance.brown.edu/pubs/themes\\_ed/act\\_research.pdf](http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf)

(See attached bibliography for additional resources on teacher/action research)

- b. Discuss.** Students will identify and initial problem area to solve from their own practice (based on the guidelines given in the above document or others

about identifying a problem), share the problem with the class. (Objectives a & g). Students will respond to one other student's problem area by identifying their own beliefs and experience regarding the identified problem (Objective a) – 5 points

**c. Assessment** – See discussion rubric #?

### **Total points 5**

## **Module 2: Review of Types of Research (Objective b).** These are just quick

online reviews of various types of research, some of the research methodologies will be dealt with in-depth in relationship to literacy research in the next assignment. Read these sources to jog your memory and to start thinking about the topic you identified in Assignment #1 in relationship to different methodologies and/or curriculum development. You may also refer back to texts from previous courses such as Gall, Gall, and Borg (2005) from the research course.

### **a. Read**

- i. Tellis, W. (1997). Application of case study methodology. [Electronic Version] *The Qualitative Report*, 3 (3). Retrieved from <http://www.nova.edu/ssss/QR/QR3-3/tellis2.html>

- ii. Heffner, C.L. (2004). *Research methods*. From

AllPsych Online at:

<http://allpsych.com/researchmethods/researchcontents.html>

Chapter 8.6 – Correlation

Chapter 4 – Single Subject Design

Chapter 5 – Experimental Design

- iii. Purcell-Gates, V. (2000, July). The role of qualitative and ethnographic research in educational policy. *Reading Online*, 4(1).  
Available:  
<http://www.readingonline.org/articles/purcell-gates/>
- iv. Banach, Banach, & Cassidy (2005). *Survey research primer 2.0*. Retrieved from Banach, Banach, & Cassidy Outside Insight at  
<http://www.banach.com/Survey%20Research%20Primer.htm>
- v. Arul, M.J. (n.d.). *Measurement of attitudes*. Institute of Rural Management, Anand. Retrieved from <http://members.tripod.com/~arulmj/atti2-a.html>
- vi. Concept to Classroom. (2004a). Workshop: Interdisciplinary learning in your classroom. Retrieved from thirteen ed online at  
<http://www.thirteen.org/edonline/concept2class/interdisciplinary/index.html>

Concept to Classroom (2004b)

*Workshop:Assessment, evaluation and curriculum*

*redesign*. Retrieved from thirteen ed online at

<http://www.thirteen.org/edonline/concept2class/assessment/index.html>

These online workshops has been added for people who may wish to take a product orientation to their capstone report which may involve curriculum development, however a review of research will be included in curriculum or product based capstones therefore the focus of this class will be on research methodologies in conjunction with reading research

Also be aware that there is only one curriculum development model (interdisciplinary) described in the workshop, however at this time this seems to be the most widely used model. If you wish to do a curriculum development project, you must but would like to use another model this will require further research on your part.

## **b. Paper.**

Reflect on your topic and consider it in conjunction with the methodologies you just review. Write a short one page double spaced paper, identifying your project topic, a potential methodology, (or curriculum development model) and identify the strengths and weaknesses you see in using this method and any questions you have regarding topic and methodology. Remember to try and be realistic as to what you can accomplish. This is an initial brainstorming on your part, the topic, methodology, and or both may change.

The paper should take the form:

Topic:

Method or Curriculum Development Model:

Strengths and Weaknesses Methodology:

Questions or concerns you have about  
topic and/or methodology or combination  
of the two (20 points)

**c. Assessment – See paper rubric #?**

**Total points-20**

### **Module 3: History of Reading (Objective c)**

**a. Read**

i. Monaghan, E. J. & Barry, A.I. (1999).

*Writing the past: Teaching reading in colonial*

*American and the United States: 1640-1940.*

Retrieved from International Reading Association

History of Literacy Special Interest Group at

<http://www.historyliteracy.org/publications.html>

ii. Sears, L. A. (n.d. a). A short history of

United States education 1900 to 2006.

Retrieved from International Reading

Association History of Literacy Special

Interest Group at

<http://www.historyliteracy.org/publications.html>

iii. Sears, L. A. (n.d. b). *A short history of United States*

*reading research and instruction: 1990-*

*2006.* Retrieved from International Reading

Association History of Literacy Special Interest

Group at

<http://www.historyliteracy.org/publications.html>

iv. Sears, L.A. (n.d. c). *A short summary of United*

*States history: 1900-2006.* Retrieved from

International Reading Association History of

Literacy Special Interest Group at

- b. **Identify and Discuss** the relationship between one movement or incident in US. History (Sears c) and one movement in U.S. education (Sears a) and reading research and instruction (Sears b).

(5 points)

- c. **Discuss** any incidents where particular reading methodologies have been repeatedly rediscovered throughout the history of reading instruction using the Monaghan & Barry article and the article from Sears (b) about reading research and instruction. (5 points)

- c. **Assessment:** See discussion rubrics ? and?

**Total points 10**

## **Module 4: Literacy Research by Methodology or Instrument design**

### **(Objective d)**

- a. **Read and Discuss** – Literacy Research Methodologies by Duke and Mallette

i. Chapter 1 – Introduction (No requirements)

ii. Chapter 2 – Case Study Research

Discuss the strengths and weaknesses of this approach and the exemplar described by the authors.

iii. Chapter 3 – Inferences from Correlational Data

Discuss the main dilemmas of correlational research the studies by Stanovich and Cunningham

iv. Chapter 4 – Ethnographic Research

Discuss the particularly the questions suited to ethnographic research; ethnographic lenses, essential elements of ethnography and; data collection and analysis.

v. Chapter 7 - Experimental and Quasi-experimental design

Discuss the differences between the exemplar experimental and quasi-experimental studies reviewed by the authors

vi. Chapter 10 – Developing Affective Instrumentation

Discuss why affective instrument development is important and the steps necessary to develop an affective instrument

vii. Chapter 13 – Survey research

Discuss types of surveys, survey research design, and reading research exemplars.

Discussions – 18 points

**b. Paper**

**Revisit the paper you did for Assignment 2B and add to the bottom what methodology you think would now work best with the topic you have chosen and why and add any additional questions you might have**

**Label this new section A Reconsideration of topic and method**

**(see below)**

The paper should take the form:

Topic:

Method or Curriculum Development Model:

Strengths and Weaknesses Methodology:

Questions or concerns you have about

topic and/or methodology or combination

of the two:

**A Reconsideration of Topic and Method**

**Reflection:**

**New Questions or Concerns:**

Paper – 10 points

**c. Assessment: See discussion rubric ? and paper rubric?**

**Total points – 28**

**Module 5: Read, discuss, and respond to a meta-analysis  
(Objective e)**

**a. Read**

- i. Chapter 11 – Meta-analysis in Reading Research  
from Duke and Mallette.
- ii. Select and read one meta-analysis from the list of studies  
in Table 11.1 in Duke and Mallette that is of interest or

relates to your capstone (however do not select any meta-analysis from the National Reading Panel report as that will relate to another assignment)

- iii. Read **Chapter one (methodology)** in the National Reading Panel Report  
National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

**This report can be accessed at:**

[http://www.nichd.nih.gov/publications/nrp/upload/report\\_pdf.pdf](http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf)

- b. Discuss the methodology**
  - i. In general, what is meta-analysis, what are the steps, and what questions are appropriate? Specifically what describe the methodology used by the National Reading Panel**

**(7 points)**

- c. Paper**

- i. **Summarize the meta-analysis chosen from Table 11.1 in Duke and Mallette. What question was asked? Data Collection? Findings?**

**(10 points)**

- d. **Assessment – See discussion rubric? nd paper rubric?**

**Total – 17 points**

**Module 6: Read, discuss, and then summarize in writing one of the two classic works listed below (Objective f)**

- a. Adams, M. J. (2000/1990). *Beginning to read. Thinking and learning about print*. Cambridge, MA: MIT Press (OR)
- b. Bond, G. L. & Dykstra, R. (1997). The cooperative research program in first-grade reading instruction. *Reading Research Quarterly*, 32 (4), 348-427. (Original work published 1967). (OR)
- c. **Paper**
  - ii. Should include purpose of study or purpose of review
  - iii. Methodology
  - iv. Findings
  - v. Conclusions
  - vi.
- d. **Assessment:** See paper rubric ?

**Total – 30 points**

**Module 7: Read and summarize** in writing theoretical works or reviews of research related to literacy instruction and pertinent to the individual student's area of interest. Students will prepare a summary of research on their particular topic by tracing references back through five sources (Objectives g and h)

- a. Students will return to National Reading Panel report and read two chapters pertinent to their topic and summarize both chapters in writing. (10 points).

- b. All students read chapter one and then select four additional chapters from the text that are related to their individual interests from:  
Farstrup, A. E. & Samuels, S. J. (Eds.) (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.  
Students then prepare a summary of each of the four chapters they selected. (40 points)
- c. Students will select the chapter most relevant to their topic and go to the reference page and select one or two related research studies, the students will find those research studies, read them and then look at their reference pages and find one or two related studies find them, read them and then use their reference page to select one or two related studies. Students will continue tracing studies backwards four times. They then will prepare a summary of this one topic from historically tracing 6-8 related studies.(40 points)
- d.. **Assessment:** See paper rubric ? and ?

Total – 80 points

**Module 8: Students need to revisit topic and methodology assignment (done for assignment 2B and 4B) and more firmly identify topic and methodology or whether they wish to do something different such as curriculum development. Students will continue to select and read related literature.(Objective i and j).**

- a. **Paper** would now look like the following:

The paper should take the form:

Topic:

Method or Curriculum Development Model:

Strengths and Weaknesses Methodology:

Questions or concerns you have about  
topic and/or methodology or combination  
of the two:

**A Reconsideration of Topic and Method**

**Reflection:**

**New Questions or Concerns:**

**A Final Consideration:**

**Topic**

**Methodology (or other format)**

**Questions or Concerns: (10 points)**

- b. **References (Paper):** By using the reference pages in both of their texts and databases such as EBSCO host the students will prepare a list of references to read related to the their topic. The list must contain no less than 25 documents. This list must be turned in with the paper above. (20 points)

- c. **Assessment:** Rubric ? for paper

Total – 30 points

**Module 9: Using the information that students have learned about methodology, their continued reading on their capstone project, and an introduction to the capstone project process they will prepare a proposal for their project to the instructor for review. Once to proposal is deemed sufficient by the instructor it will be submitted by the student to their advisor for review. (Objectives j and k)**

**Proposal – 20 points.**

**Evidence of submission to advisor – 5 points**

**Module 10: Using information from selected readings (see 8B), and an explanation of developing a review of literature students will prepare a**

**first draft of the review of literature to ultimately be used in the capstone project (Objective I)**

**a. Read**

- i. Boston College (2005) *Write a literature review*. Retrieved from <http://www.bc.edu/libraries/research/howdoi/s-litreview/>
- ii. University of North Carolina-Chapel Hill Writing Center. *Write a literature Review (How do I?* Retrieved from [http://www.unc.edu/depts/wcweb/handouts/literature\\_review.html](http://www.unc.edu/depts/wcweb/handouts/literature_review.html)
- iii. *The Writing Center*. (2006). University of Wisconsin – Madison. Retrieved on September 12, 2006 from <http://www.wisc.edu/writing/Handbook/index.html>

**b. Write** review of literature.

**c. Assessment:** see paper rubric #

**Review of Literature -100 points**

**Schedule of Course Topics**

Week	Topic and Module	Assignments due
1	Introduction to course	
2	Module 1 Review of Action Research	Discussion 1
3	Module 2 Review of Types of Research	Paper 1
4	Module 3 History of Reading	Discussion 2 and 3
5	Module 4 Literacy Research by methodology or Instrumentation	Discussion series 4; Paper 2
6	Module 5 Meta-Analysis in Reading	Discussion 5; Paper 3

7	Module 6 Classic works in Reading Research	Paper 4
8	Module 7 Topical Research Related to Reading	Paper 5 – Two chapters of NRP report pertinent to research topic
9	Module 7 Topical Research Related to Reading	Paper 6 – Chapter Summaries; Paper 7 – Reference trace paper
10	Module 8 Revisit methodology/topic paper Introduction of how to develop a capstone proposal	Paper 8 – Reconsideration Paper Paper 9 – Reference List
11	Module 9 Develop Proposal	Paper 10 Submit Proposal
12	Module 10 Read and review information on developing a review of literature	Individual conferencing
13	Module 10 – Work on review of literature	Individual conferencing
14	Module 10 – Work on review of literature	Individual conferencing
15	Module 10 – Review of Literature	Paper 11 – Review of Literature
16	Wrap-up	Turn in evidence of proposal submission to advisor

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