# UTTyler
### THE UNIVERSITY OF TEXAS AT TYLER

**Syllabus for READ 5308: Action Research for Literacy Educators (3 Credits)**
**Spring 2026**

This is a fully online, asynchronous course with optional synchronous sessions.
**Important Dates**
First day of class: January 12, 2026
Last day to withdraw from a course: Monday, March 30, 2026
Final exam week: April 27 – 30, 2026
Spring commencement: May 1-2, 2026
Refer to the academic calendar for more details.

## A. Instructor

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|---|---|
| **Name**: | Kouider Mokhtari, Ph.D., Anderson-Vukelja-Wright Endowed Professor |
| **Profile**: | Click here to learn more about Dr. Mokhtari's academic background, research, and publications. |
| **Email**: | kmokhtari@uttyler.edu |
| **Office Address**: | K-16 Literacy Center (HPR 272) |
| **Office Phone**: | (903) 566-7177 |
| **Office Hours**: | Thurs (4:00-5:30 p.m.) Or by appointment via Zoom. |

## B. Course Description

This course explores and applies action research approaches and methods aimed at improving classroom instruction and enhancing student literacy outcomes. The focus will be on PreK-12 clinical and/or school settings, with an emphasis on examining and refining instructional practices to increase literacy achievement.

## C. Knowledge Base(s) and Rationale

This graduate course develops advanced knowledge in critical reading, analysis, and synthesis of educational research, with a particular focus on addressing literacy challenges in school settings. Building on prior graduate and/or undergraduate coursework in language and literacy development, it equips students with the tools to apply research-based approaches and methods effectively in real-world educational contexts.

Course content aligns with the standards set by the International Literacy Association (ILA, 2017) and the Texas Examination of Educator Standards (TExES) for the preparation of reading specialists and literacy coaches. Specifically, the ILA standards addressed in this course are Standard 1: Foundational Knowledge and Standard 6: Professional Learning and Leadership. The TExES standards are primarily focused on Domain 1: Instruction and Assessment—Components of Literacy, and Domain 4: Professional Knowledge and Leadership.

## D. Course Format and Structure

This fully online, asynchronous course includes optional synchronous sessions. It emphasizes interactive, student-driven learning with hands-on application of concepts to promote deeper understanding.

The course follows a structured weekly schedule. Each week's module consisting of lectures,

assignments, and supporting materials is posted by the instructor by Sunday at midnight and must be completed by students by the following Sunday at midnight. All modules are to be completed within the week they are assigned.

 **E. Student Learning Outcomes**

| LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX | | | |
|---|---|---|---|
| **# SLO** | **Student Learning Outcomes (SLOs): The student will…** | **Assessments** | **Standards** International Literacy Association (ILA) * (TExES) for Texas Reading Specialists Standards *Texas Educator Standards (TES)' *2021 International Society for Technology in Education (ISTE) |
| 1 | **Develop:** Develop and write a research plan for conducting a basic action research study, adhering to established academic guidelines and conventions. | • IRB & RCR Training • Online Discussions • Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3 | *TExES Domain 4 *TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, iii;2Bi, iii; 3Aii, iii; 3Bi, iii; 3Ci, ii. *ILA (see assessment column) *ISTE 2.1: 2.1a, 2.2: 2.2b, 2.7a |
| | | | |
| 2 | **Explore:** Read, analyze, and interpret findings from various literacy research, policy, and practice documents. Identify and utilize online resources to conduct research on specific questions related to literacy teaching and learning. | • Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3 • Quizzes/or equivalent | *TExES Domains 1, 2 *TES 3Ai, ii, iii; 3Bi, ii, iii; 5Ai, ii; 5Ci, ii; 5Di. *ILA(see assessment column) *ISTE 2.1c; 2.5c |
| | | | |
| 3 | **Apply:** Use evidence-based research to address persistent challenges in teaching practices. Reflect on personal teaching, assess professional growth, and develop a plan to enhance support for student literacy. | • Online Discussions • ILA 7.1 Poll & Post • Literacy Action Research Project (LARP): ILA 2.1, 2.2, 2.3, 4.3 • Cultural Autobiography: ILA 4.2 • Presentations of LARPs • Portfolio | *TExES Domains 1, 2, 3, 4 *TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, iii;2Bi, iii; 4Aiii; 4Ci, ii, iii; 4Di, ii, iii, iv; 6Ai, ii, iii; 6Bii, iii; 6Dii. *ILA (see assessment column) *ISTE 2.4d, 2.6: 2.6a,2.6b, 2.6c. 2.6d |

**F. Required Readings:**

**Core Text**

- Efron, S. E., & Ravid, R**.** (2020). *Action research in education: A practical guide.* Guilford Press. This textbook, to be complemented by other research articles, provides step-by-step guidance for conducting classroom- and school-based studies to improve teaching and learning.

**Supplementary Text**

- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. This textbook includes chapters that are required readings across the Master of Education in Reading program, with one chapter typically assigned per course.

**Textbook Purchases**

As a UT Tyler student, you don't have to buy your textbooks from the campus bookstore. You can buy them anywhere you like, including from online or other independent stores.

**Supplementary Readings**

Besides the textbook chapters, you will also be given articles and other readings to help you learn more.

**Literacy-Focused Journals**. The following list of journals, organized alphabetically, is not exhaustive, but includes key sources.

- *American Educational Research Journal*
- *Anthropology and Education Quarterly*
- *Educational Researcher*
- *Elementary School Journal*
- *English Education*
- *Harvard Educational Review*
- *Intervention in School and Clinic*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Educational Psychology*
- *Journal of Learning Disabilities*
- *Journal of Learning Sciences*
- *Journal of Literacy Research*
- *Language Arts*
- *Middle School Journal*
- *Reading & Writing Quarterly*
- *Reading Improvement*
- *Reading Research Quarterly*
- *Research in the Teaching of English*
- *Journal of English Learner Education*
- *Teaching and Teacher Education*
- *The Reading Teacher*
- *Written Communication*

**G. Course Evaluation & Grading.** The criteria for determining your final course grade are outlined below.

| Assignments | % of Grade | Points | Due Dates |
|---|---|---|---|
| 1.  Online Discussions | 20% | 20 | Weekly |
| 2.  Cultural Autobiography | 10% | 10 | Week 4 |
| 3.  IRB & RCR Trainings | 10% | 10 | Week 7 |
| 4.  Literacy Action Research Project (LARP) | 50% | 50 | Week 12 |
| 5.  LARP Presentation | 5% | 5 | Week 14 |
| 6.  Program Portfolio Component | 5% | 5 | Week 15 |

| Performance Standards | | | |
|---|---|---|---|
| **Points** | **Percent** | **Grade** | **Standard** |
| 93-100 | 93% | A | (Excellent) Superior |
| 84-92 | 84% | B | (Good) Above Average |
| 75-83 | 75% | C | (Undeveloped) Average |
| 66-74 | 66% | D | (Poor) Below Average |
| 00-65 | 65% or below | F | (Unacceptable) Mediocre |

**H. Course Assignments**

This section provides an overview of the assignments that will contribute to your final course grade. Each assignment is designed to support your learning objectives and help you build the skills necessary to become an effective literacy leader. Specific instructions, deadlines, and grading criteria for each assignment will be provided in the course materials.

1. **Online Discussions (20 Points)**

Online discussions are a key part of learning, allowing students to deepen understanding of weekly topics and engage with peers. Think of your discussion responses as mini essays that connect readings to personal experiences and classroom practice. **Students must submit thoughtful responses (2–3 short paragraphs) demonstrating understanding of core concepts, application of concepts, and real-world connections. Additionally, respond to at least two peers' posts**.

Guiding Questions:
1. What are the main points or issues in the readings?
2. How do these readings connect to your experiences, observations, or other media?
3. What are the strengths and limitations of the readings' arguments or solutions?
4. How can this knowledge enhance your teaching, coaching, or literacy work?
5. How has this reading changed your thinking or raised new questions?

Evaluation: Discussion responses will be graded on:
- Engagement: Frequency and timing of contributions.
- Quality: Thoughtfulness and substance of responses.
- Professionalism: Respect and consideration in interactions.

Refer to the rubric at the end of the syllabus for grading details.

2. **Exploring Cultural Identity through Autobiography (10 points)**

As a future literacy professional, it is essential to understand both your own cultural identity and the

identities of others. This assignment asks you to write a cultural autobiography that reflects on who you are as a cultural and intersectional individual. By examining your personal experiences and intersecting identities, you will gain insight into how culture and history shape individuals and communities.

To complete this assignment, you will read Section 1, *"Introducing Intersectionality,"* from the UN Women's *Intersectional Guide and Toolkit* and review the Intersectionality Wheel and Table 1, *"What Intersectionality Is and Isn't."* These resources will support your reflection on your cultural identity and lived experiences.

A cultural autobiography is an introspective practice that goes beyond recounting life events to examine the cultural assumptions, values, and beliefs that shape identity and worldview. Through critical self-reflection, individuals consider how their experiences are situated within broader social, historical, and cultural contexts, leading to a deeper understanding of identity formation (Adams, Holman Jones, & Ellis, 2015).

Your autobiography should go beyond describing events to analyze your beliefs, assumptions, and values about culture, including the micro-cultures and social groups that shape your identity. Rather than simply retelling experiences, a cultural autobiography examines underlying assumptions about culture and identity, promoting self-awareness and appreciation of diverse identities in both personal and professional contexts.

You will complete this assignment through a series of guided steps that culminate in a final essay of approximately 750–1,000 words (4–5 pages). Additional instructions will be provided in a course lecture.

your autobiography will be evaluated on depth of reflection, use of course concepts, organization & clarity and mechanics & completion. refer to the rubric at the end of the syllabus for grading details.

3. **Responsible Conduct for Research (RCR) and Institutional Review Board (IRB) Training (10 Points)**
   The required CITI training modules provided through UT Tyler are listed below:
   1. **Responsible Conduct of Research (RCR) Training**. Complete the 7-module *Humanities, Social, Behavioral, and Education Sciences (RCR) Basic Course*.
   2. **IRB Training**. Complete the 9-module *Social and Behavioral Research Basic Course* (or the *Refresher Course* if you have previously completed this training).

   These courses provide essential knowledge for conducting research with human subjects, particularly in clinical or school-based settings. The knowledge gained from these modules, along with lecture discussions, the textbook, and related readings, will support you in developing your Literacy Action Research Project. Instructions for accessing and completing the CITI training (RCR and IRB) are available in Module 1 on the Canvas site. Sample blinded IRB and RCR completion certificates are attached for reference.

   Evaluation**.** This assignment will be graded based on successful completion of both training modules and submission of the corresponding certificates via Canvas.

4. **Literacy Action Research Project (50 Points)**
   This graduate-level assignment requires students to develop a literacy-focused action research proposal situated in a professional classroom or clinical context. The project emphasizes integrating literacy research with reflective inquiry to address a clearly defined problem of practice and its implications for instructional decision-making and student learning outcomes.

Proposal Requirements:

- Follow APA 7 conventions with clarity, coherence, and objectivity.
- Synthesize peer-reviewed literature with proper citations.
- Present a methodologically sound plan for future data collection and analysis.
- Demonstrate high-quality academic writing.
- Address ethical research practices through completion of Institutional Review Board (IRB) human subjects training.

Scope:

- Implementation of the research is not required during the course.
- The project should align with professional literacy learning goals and research interests, offering an opportunity to deepen understanding of how literacy research informs instructional practice and improves student outcomes.
- Developing an effective literacy research proposal requires significant time and effort. Students are strongly encouraged to begin early in the semester, incorporate feedback from peers, the instructor, and the University Writing Center, and plan for multiple drafts over approximately 8–10 weeks (ideally Weeks 3–12).

Task:

- Develop a proposal examining a specific literacy-related issue or question within a classroom or clinical setting. Guidance will be provided on:
    - Selecting a research topic
    - Reviewing literature
    - Designing a research plan (participants, procedures, data sources, analysis methods)
    - Drafting key sections (abstract, introduction, results, discussion)
    - Adhering to APA 7
    - Preparing a presentation of findings

Notes:

- This assignment focuses on designing the proposal only. Research implementation is optional after course completion and may require IRB approval for a thesis, capstone, or future research project.

End Product: The final product should be a well-written, carefully researched paper (15–20 pages, double-spaced, 12-point Times New Roman, black ink, APA Style) including:

0. Cover Page
1. Descriptive Title
2. Abstract
3. Introduction
4. Research Synthesis related to your selected topic
5. Research Method Section, including:
    - Purpose of the study
    - Research questions
    - Study participants
    - Data collection procedures
    - Data analysis methods

6. Anticipated Findings
7. Discussion with Implications
8. Appendices

Evaluation: Your action research proposal will be evaluated based on clarity, coherence, methodological rigor, APA formatting, ethical considerations, and quality of writing. Refer to the rubric at the end of the syllabus for grading details.

**Required: Documented Visits with the UT-Tyler Writing Center (In-person or Virtual)**

As part of your course requirements, you must visit the **UT-Tyler Writing Center** for support with your written work. These visits can be **in-person** or **virtual**. For more information on the Writing Center's schedule and services, visit UT-Tyler Writing Center. You do not need to be on campus to access this service as they offer virtual consultations as well. As a UT-Tyler student, you have already paid for this professional development service, so take full advantage of it. **This is not remediation**. It's what scholars and professional writers do: they seek expert and peer feedback to improve their work. I personally use similar services when preparing articles for publication.

**American Psychological Association (APA) Style Requirements:**

APA style is the standard in the social sciences, including education, and is used for scholarly writing, citations, and references. Your written work should adhere to APA 7 Style guidelines, which include the following formatting:

- Typed, double-spaced
- 12-point Times New Roman font
- One-inch margins on all sides
- Page numbers
- Proper labeling and editing of sections

For guidance on APA style, refer to the APA7 manual in Canvas and/or these resources:

- APA Style Guide – Online Guide
- Purdue OWL APA Formatting and Style Guide

5. **LARP Narrated Presentation (5 points)**

Students will share their Literacy Action Research Project (LARP) proposals with peers through a narrated presentation. For this assignment, create and deliver a presentation using software such as PowerPoint, Google Slides, Prezi, or a similar platform.

The presentation should clearly summarize the main components of your LARP, including:

- Key points and purpose
- Research methodology
- Anticipated findings
- Next steps

You are strongly encouraged to engage with your peers' presentations by providing and receiving thoughtful feedback and recommendations for improvement.

**Evaluation:** Grades will be based on:

- Completion and quality of your narrated LARP presentation
- Evidence of engagement with peer feedback
- Submission of the presentation via Canvas

6. **Program Portfolio Artifact Assignment (5 points)**

   This assignment supports the ongoing development of your **Program Portfolio**, which serves as evidence of your preparation as a literacy professional. The portfolio demonstrates how your work aligns with state and national standards and showcases your competencies as a future literacy leader.

   Successful completion and presentation of the portfolio is a **requirement for graduation** from the Master of Education in Reading program at UT Tyler. Portfolio development is an ongoing process throughout your program. For each course, including this one, you will:

   - Select an artifact from your work completed during the semester.
   - Identify a national and state standard that the artifact demonstrates mastery of.
   - Write a description explaining how the artifact reflects your ability to meet the selected standards.
   - Write a rationale demonstrating your understanding and application of the standards.

   At the end of the course, you will receive instructor and peer feedback and incorporate it into your portfolio. You will then update your **Wix portfolio** with the artifact, description, and rationale, ensuring it reflects your growth as a literacy professional.

   Evaluation: Grades will be based on successful selection, description, and reflection on the course artifact, as well as submission of the artifact for review via Canvas.

**UNIVERSITY RULES AND POLICIES**

## Artificial Intelligence (AI) Policy

UT Tyler is committed to exploring and integrating artificial intelligence (AI) tools where appropriate for specific disciplines and tasks. We encourage discussions on the ethical, societal, philosophical, and disciplinary implications of AI. As part of our commitment to academic honesty and integrity, as outlined in the UT Tyler Honor Code, all uses of AI should be acknowledged.

When using AI tools, faculty and students must avoid utilizing protected information, data, or copyrighted materials. It is important to note that AI tools rely on predictive models to generate content, which may appear correct but can sometimes be incomplete, inaccurate, improperly sourced, or biased. Therefore, AI tools should not be considered a substitute for traditional research methods. You are ultimately responsible for ensuring the accuracy and quality of the information you submit.

Misuse of AI tools in violation of the guidelines set for this course is considered a breach of academic integrity. Students found in violation will face disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. While AI is a valuable tool in many aspects of life, it should not replace your independent thought and critical engagement. AI should not be used to complete assignments for this course or any other course.

## Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link.

## Academic Integrity

Academic integrity is the utmost importance. Academic dishonesty will result in the receipt of an F for a final grade in this course. The assessments included in this course are designed to measure your grasp of the information which is examined throughout the course.

## Disability Accommodation

Students whose performance may be impacted by a disability must provide documentation in accordance with federal law. The university evaluates accommodation needs on a case-by-case basis, in compliance with Section 504 of the Rehabilitation Act, the ADA, and ADAAA. Accommodations are available for students with learning, physical, and psychiatric disabilities, including non-visible conditions like chronic diseases, learning disabilities, ADHD, PTSD, or head injuries. If you have a disability or a history of accommodations, contact the Student Accessibility and Resources (SAR) office to schedule an interview with the Accessibility Case Manager/ADA Coordinator. For more information or to set up an appointment, visit SAR in University Center, Room 3150, call 903-566-7079, or email saroffice@uttyler.edu.

## UT Tyler Resources for Students

In Canvas, refer to the **'University Policies and Information'** page located in the 'UT Tyler Syllabus Module.' Within the same module, you'll also find the 'Student Resources' page, which provides information about services available to all students.

**READ 5308 : Action Research for Literacy Educators**

**Tentative Course Calendar**

**Notes:**

- This course follows a structured weekly schedule.
- Each week's module consisting of lectures, assignments, and supporting materials is **posted by the instructor by Sunday at midnight** and must be completed by students by the **following Sunday at 11:59pm**.
- Unless otherwise noted, **all modules are to be completed within the week they are assigned**.
- If unforeseen circumstances require changes to this tentative course calendar, instructor will upload an updated version to Canvas and notify students through a Canvas Course Announcement.

Online Discussions (20 Points)

Students must submit thoughtful responses (2–3 short paragraphs) demonstrating understanding of core concepts, application of concepts, and real-world connections. Additionally, respond to at least two peers' posts.

| Week | Dates | Topics | Assignments and Due Dates |
|---|---|---|---|
| 1 | 1/12/25 | **Course Overview**<br>**Topics to Discuss**<br>• What you should expect to gain from this course, what you need to do to successfully complete its requirements<br>• Introduction to Writing a Cultural Autobiography (ILA 4.2)<br>• Assigned readings and activities<br>• Preview of Week 2 topics and activities<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Start working on autobiography |
| 2 | 1/19/26 | **Chapter 1 (Efron & Ravid, 2020):** *Introduction to Action Research*<br>**Topics to Discuss**<br>• What is Action Research?<br>• Process of Action Research<br>• Benefits of Action Research<br>• Qualitative, Quantitative, and Mixed-Methods Approaches to Action Research<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Prepare draft of autobiography<br>• Share draft with peers for feedback |
| 3 | 1/26/26 | **Chapter 2 (Efron & Ravid, 2020):** *Choosing and Learning about Your* Research Topic<br>**Topics to Discuss:**<br>• Choosing Your Research Topic<br>• Framing the Research Problem Statement | • Complete assigned readings<br>• Participate in online discussions<br>• Prepare final draft of |

| | | | |
|---|---|---|---|
| | | • Developing the Literature Review<br>**Additional Readings:** TBD | autobiography |
| 4 | 2/2/26 | **Chapter 2 (Efron & Ravid, 2020):** *Choosing and Learning about Your Research Topic*<br>**Topics to Discuss:**<br>• Formulating Specific Research Question(s)<br>• Differences between Problem Statements and Research Questions<br>• Questions in Qualitative, Quantitative, and Mixed-Methods Research<br>• Stating Research Questions According to the Action Research Paradigm<br>• Characteristics of a Well-Formulated Research Question<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Identify the Literacy issue or challenge for the research proposal<br>• **Turn in Your Autobiography via Canvas** |
| 5 | 2/9/26 | **Chapter 3 (Efron & David, 2020):** *Approaches to Action Research*<br>**Topics to Discuss:**<br>• Overview of qualitative, quantitative, and mixed-methods research<br>o Assumptions, research purposes, and methods for each approach<br>o Common qualitative methods: interviews, observations, and case studies<br>o Common quantitative methods: surveys, tests, and statistical analysis<br>o Mixed-methods research: Combining qualitative and quantitative approaches<br>• Choosing the appropriate research approach based on your research question<br>**Additional Readings:** TBD | • Locate sources for the literature review<br>• Reading literature to identify themes<br>• Construct a literature review outline<br>• Begin writing the literature review<br>• Complete your IRB training |
| 6 | 2/16/26 | **Chapter 4 (Efron & David, 2020): Developing a Plan of Action**<br>**Topics to Discuss:**<br>• Establishing your role as a researcher and balancing your responsibilities<br>• Defining the scope and setting of your action research project<br>• Identifying research participants and research site<br>• Data collection procedures and ensuring validity and trustworthiness<br>o Strategies for qualitative and quantitative validity<br>o Ethical considerations in action research (informed consent, confidentiality) | • Complete assigned readings<br>• Participate in online discussions<br>• Draft one or more research questions that form the focus of your proposed research<br>• Complete your RCR training |

| | | | |
|---|---|---|---|
| | | • Developing a timeline and to-do list for research activities<br>**Additional Readings:** TBD | |
| 7 | 2/23/26 | **Chapter 5 (Efron & David,** 2020): **Data Collection Tools**<br>**Topics to Discuss:**<br>• Overview of data collection methods: observations, interviews, surveys, artifacts<br>• Qualitative data collection: unstructured, semi-structured, and structured interviews<br>• Quantitative data collection: surveys and standardized tests<br>• The process of conducting surveys and interviews<br>• Ethical considerations when collecting data (confidentiality, informed consent)<br>• Using artifacts, student work, and teacher journals as data sources<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Draft initial draft section of your research proposal explaining your research approach, justifying your choice of qualitative, quantitative, or mixed methods based on your research question. Include a discussion of the methodology and any methods/tools you plan to use.<br>• **Turn in your IRB and RCR certificates** |
| 8 | 3/2/26 | **Chapter 6 (Efron & David, 2020):** *Using Assessment Data in Action Research*<br>**Topics to Discuss:**<br>• The role of standardized and teacher-made assessments in action research<br>• Norm-referenced and criterion-referenced tests<br>• Developing instructional objectives and assessment tools<br>• Using rubrics, portfolios, and performance assessments to evaluate student progress<br>• Analyzing assessment data to inform teaching practice<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Prepare in initial draft of your research method section. Include details on your research scope, participants, data collection procedures, and ethical guidelines. Outline your study's timeline with any logistical considerations. |
| 9 | 3/9/26 | **Spring break for faculty and students** | **Spring Break** |
| 10 | 3/16/26 | **Chapter 7 (Efron & David, 2020):** *Data Analysis and Interpretation*<br>**Topics to Discuss:**<br>• Analyzing qualitative data: coding, categorizing, and interpreting themes<br>• Analyzing quantitative data: entering, organizing, and interpreting statistical data<br>• Mixed-methods data analysis: triangulation and integration of qualitative and quantitative findings<br>• Presenting data analysis and drawing conclusions | • Complete assigned readings<br>• Participate in online discussions<br>• Begin preparing a draft of your literacy action research proposal following format guidelines outlined on page 7 in the syllabus. |

| | | | |
|---|---|---|---|
| | | • Reporting findings: linking data analysis to research questions<br>**Additional Readings:** TBD | |
| 11 | 3/23/26 | **Chapter 8 (Efron and David, 2020): Writing, Implementing, and Sharing the Research Findings**<br>**Topics to Discuss**<br>   • Writing a Formal Action Research Report<br>   • Introduction<br>   • Literature Review<br>   • Methodology<br>   • Findings and Results<br>   • Discussion and Implications<br>   • References<br>   • Appendix<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Prepare a final draft of your literacy action research proposal following format guidelines outlined on page 7 in the syllabus. |
| 12 | 3/30/26 | **Chapter 8 (Efron and David, 2020): Writing, Implementing, and Sharing the Research Findings (Continued)**<br>**Topics to Discuss**<br>   • Presenting findings in professional settings (conferences, workshops, publications)<br>   • Reflecting on the action research process: lessons learned and next steps<br>   • Developing a plan for sharing results with the school community<br>**Additional Readings: TBD** | • Complete assigned readings<br>• Participate in online discussions<br>• **Turn in your Literacy Action Research Proposal via Canvas** |
| 13 | 4/6/26 | **Gay (2018): Culturally Responsive Teaching**<br>**Topics to discuss:**<br>• Cultural congruity in teaching & learning (Gay, 2018, Chapter 6)<br>• Reflecting on the action research process and its impact on your practice as a literacy educator.<br>• Finalizing your action research report<br>**Additional Readings:** TBD | • Complete assigned readings<br>• Participate in online discussions<br>• Prepare a draft of your LARP Presentation and share and seek input from peers |
| 14 | 4/13/26 | **Program Portfolio Artifacts**<br>**Topic to discuss:**<br>• Guidelines for select, describing, and reflecting on artifacts for a professional literacy educator portfolio.<br>• Building a practical understanding of how to curate meaningful evidence of your learning and professional growth.<br>• **Additional Readings**—Portfolio guide, sample artifacts | • Complete assigned readings<br>• Participate in online discussions<br>• **Turn in your LARP Presentation via Canvas** |

| 15 | 4/20/26 | **Course Wrap-up with Group and/or Individual Consultations**<br>• Guidance and/or assistance on class projects<br>• Course evaluations | **Turn in your Portfolio artifact via Canvas** |
|---|---|---|---|
| **16** | **4/27/26** | **Final Exam Week** | **Final Exam Week** |
| | 5/1/26 | **Spring Commencement**<br>**May 1-2, 2026** | Graduation |

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**Online Discussion Rubric**
**Total Points: 20 (20%)**

| Criteria | Exceeds (4) | Meets (3) | Partially Meets (2) | Does Not Meet (1) | Pts |
|---|---|---|---|---|---|
| **Engagement and Participation** | Actively participates in the discussion and responds to at least two peers with meaningful contributions that move the conversation forward. | Participates regularly, responding to the discussion prompt and at least two peers, but responses could be more substantive. | Participates, but responses to peers are minimal or lack depth. | Limited or no participation in the discussion. Responses are off-topic or lack relevance. | __/4 |
| **Depth of Understanding** | Demonstrates a thorough understanding of the material, incorporating concepts from the readings and personal experience to support responses. | Shows a clear understanding of the material, but connections to real-world examples may be limited or not fully developed. | Demonstrates a basic understanding of the material but lacks depth or examples to support points. | Shows minimal understanding of the material, with little or no connection to the readings or real-world contexts. | __/4 |
| **Application of Concepts** | Provides insightful analysis and effectively applies concepts to real-world scenarios or personal experiences. | Applies course concepts appropriately but may miss opportunities for deeper analysis or connections. | Basic application of concepts to personal experiences or real-world scenarios, with limited analysis. | Fails to apply course concepts meaningfully to personal experience or real-world contexts. | __/4 |
| **Writing Quality** | Responses are well-organized, clear, and effectively convey ideas. Few to no errors in grammar, spelling, or punctuation. | Responses are mostly clear and organized, with minor issues in grammar, spelling, or punctuation. | Responses are somewhat unclear or disorganized, with multiple grammar, spelling, or punctuation errors. | Responses are unclear, disorganized, or difficult to understand due to frequent errors in grammar, spelling, or punctuation. | __/4 |
| **Timeliness** | Posts the initial discussion response on time within the deadline and responds to peers promptly. | Posts the initial response on time and responds to peers within the deadline but may be slightly delayed. | Initial post or peer responses are late, affecting the flow of the discussion. | Posts are consistently late or missing, disrupting the flow of the discussion. | __/4 |

**Total Points: _____/20**

**Scoring Guide**
- 19–20 = Exceptional / Exceeds Expectations
- 18–17 = Proficient / Meets Expectations
- 15–16 = Developing / Partially Meets
- Below 14 = Does Not Meet Expectations

**Cultural Autobiography Rubric**
**Total Points: 10 (10%)**

| Criteria | Exceeds (2.5) | Meets(1.5) | Partially Meets (2) | Does Not Meet (1) | Pts |
|---|---|---|---|---|---|
| **Description of life events.** | Author's voice is powerful. Goes beyond what is obvious, lays groundwork for a deep understanding by the reader. | Provides an instructive & insightful story. Provides a history and context to understand events. | Level of detail allows the reader to follow the author's line of thought with some guidance. | Does not provide enough depth to understand the significance of or relationship between events. | _/2.5 |
| **Explanation that assigns meaning to life events.** | A powerful analysis of the significance of life events. Allows generalization to others' lives and learning. | A nuanced & insightful interpretation of the significance of events. | Shows movement towards understanding how life events provide meaning. | Limited interpretation of life events. Does not move beyond what happened to what events mean. | __/2.5 |
| **Application to identity, beliefs, motivations.** | Life events linked to identity, motivations & world view in insightful, creative ways. | Clear links between life events, meanings assigned and how these lead to motivations, identity. | Linkages between life events and beliefs are present but inconsistent or incomplete. | Linkages between life events, and motivations, identity &belief are unclear. | __/2.5 |
| **Cultural Historical Influences on Identity & Learning including Intersectionality.** | Presentation of multiple levels of cultural influence indicates awareness of personal identity, multiple perspectives, critical issues, and/or possible biases. | Includes multiple levels of cultural influence and speaks to how these influences interact in shaping identity and belief. | Aspects of culture are included but lack explanation of how context influences individual development. | References to culture are absent or lack integration. | __/2.5 |

**Total Points: _____ / 10**

**Scoring Guide**
- 9–10 = Exceptional / Exceeds Expectations
- 7–8= Proficient / Meets Expectations
- 5–6 = Developing / Partially Meets
- Below 5 = Does Not Meet Expectations

**Literacy Action Research Proposal (LARP) Rubric**
**Total Points: 50 (50%)**

| Criteria | Exceeds (5) | Meets (4) | Partially Meets (3) | Does Not Meet (1–2) | Pts |
|---|---|---|---|---|---|
| **Problem Identification & Rationale** | Clearly identifies a focused literacy problem grounded in context; strong, compelling rationale supported by data or observations. | Identifies a clear literacy problem with an adequate rationale. | Literacy problem is somewhat unclear, or rationale is weak or general. | Problem is unclear, missing, or not relevant to literacy. | ____5 |
| **Research Question(s)** | Research question(s) are clear, focused, measurable, and strongly aligned with the identified problem. | Research question(s) are clear and relevant to the problem. | Research question(s) are vague, overly broad, or partially aligned. | Research question(s) are missing or not aligned with the problem. | ____5 |
| **Literature Review** | Integrates multiple relevant, high-quality sources; clearly connects research to the proposed study. | Uses appropriate sources that support the study. | Limited or weak sources; connections to the study are minimal. | Little to no relevant research included. | ___5 |
| **Theoretical/ Instructional Framework** | Clearly explains a strong framework or instructional approach guiding the study. | Identifies an appropriate framework with explanation. | Framework is unclear or weakly explained. | Framework is missing or inappropriate. | ___5 |
| **Participants & Setting** | Participants and setting are clearly described and well-justified. | Participants and setting are adequately described. | Description is vague or lacks justification. | Participants and/or setting are missing or unclear. | ___5 |
| **Research Design & Methodology** | Methodology is clearly described, appropriate, and well-aligned with research question(s). | Methodology is appropriate and mostly clear. | Methodology is partially described or weakly aligned. | Methodology is missing or inappropriate. | ___5 |
| **Data Collection Methods** | Data sources are clearly identified, relevant, and appropriate. | Data collection methods are appropriate and clearly identified. | Data collection methods are limited or unclear. | Data collection methods are missing or inappropriate. | ___5 |
| **Data Analysis Plan** | Analysis plan is clear, logical, and directly tied to the data. | Analysis plan is clear and appropriate. | Analysis plan is vague or partially developed. | Analysis plan is missing or unclear. | ___5 |
| **Implications for Literacy Instruction** | Clearly explains how findings could inform or improve literacy instruction and practice. | Describes reasonable instructional implications. | Implications are minimal or unclear. | Implications are missing or not connected to literacy. | ____5 |
| **Writing Quality & APA Format** | Writing is clear, professional, well-organized, and free of errors; APA format is accurate. | Writing is clear with minor errors; APA format mostly correct. | Writing has noticeable errors or organizational issues; APA inconsistencies. | Writing is unclear, disorganized, or lacks APA formatting. | ___5 |

**Total Points:** ____50

**Scoring Guide**
- 45–50 = Exceptional / Exceeds Expectations
- 40–44 = Proficient / Meets Expectations
- 30–39 = Developing / Partially Meets
- Below 30 = Does Not Meet Expectations