

**Florida International University
Department of Teaching and Learning
Spring 2017**

Course Name Doctoral Seminar in Reading Education
Course Number RED 7938
Department: Teacher Preparation
Web site: <http://ecampus.fiu.edu> (Blackboard login)
Credits: 3
Instructor: Dr. Joyce C. Fine
E-mail address: finej@fiu.edu
Office hours: Monday FIU@ I-75 1/09/17 and 1/23/17; then North Miami Senior High School, from 4-5:
Tuesdays 4:00- 5:00 at FIU@I-75, from
Wednesdays 12:00-3:00 at MM; FIU @ I-75 from 4:00-5:00
Best by appointment.
Location: FIU @ I-75, Wednesdays 5-7:40, Conference Room 415
Telephone / fax: 305)348-6152/ fax: (305) 348-2086
Prerequisites: Permission of Instructor, RED 6747 and RED 6931

Contents:

Advanced study in current theories and research related to reading education.

Resources for course:

Required Texts:

Isreal, S. E., & Duffy, G. G., (2017) *Handbook of Research on Reading Comprehension*. New York, NY: Routledge, 978-1-4625-2888-2

Machi, L. A. & McEvoy, B.R. (2012). *The literature review: Six steps to success*. (2nd ed.). Thousand Oaks, CAL: Corwin.

Publication manual of the American Psychological Association, (6th ed.). (2009). Washington, DC: American Psychological Association. 0ISBN 978-1-4338-0561-5

Stone, C. A. Silliman, E. R. Ehren B. J. & Wallach, G. P. (2nd Ed.) Eds. (2014) *Handbook of Language and Literacy: Development and Disorders*. New York: Guilford.

Optional Resources

Duke, N. K. & Mallette, M. K. (2nd ed.) (Eds.) (2011). *Literacy Research Methodologies*.

Kamil, M. L., Mosenthal, P. B., Pearson, P. D., Moje, E. B., & Afflerbach, P.P. (Eds.) (2011). *Handbook of Reading Research*, Vol. IV. Mahwah, NJ: Routledge.

Newman, I., Benz, C. R., Weis, D., McNeil, K.(1979). *Theses and dissertations: A guide to writing in the physical and social sciences*.

Parris, S. R. & Headley, K. (eds.) (2nd. ed.) (2015)*Comprehension Instruction: Research-based Best Practices* 978-4625-2078-7

Web Resources:

- <http://www.reading.org> is the link to the International Reading Association
- <http://www.FLREADS.org> is the link to the Florida Reading Association
- <http://www.americanreadingforum.org> is the link to the American Reading Forum
- <http://www.ldonline.org/> is the link to a Learning Disabilities site
- <http://www.tefl.net/alexcase/teaching/tefl/tefl-jargon-aug09/> is a link to an ESOL site

Evaluation and Grading:

Grades will be assigned as follows:

[Limited = less than satisfactory] To earn an Unacceptable, some of the requirement must be met but the assignment is not at the satisfactory level.

[Proficient = satisfactory] To earn a grade of Acceptable, all requirements of assignment must be met and must meet the satisfactory level. This means that assignments are very well done, with evidence of student effort (thought).

[Mastery = model quality] To earn a grade of Target, all requirements of assignment must be met and the content and presentation of the assignments must reflect model quality. "Model quality" means that in addition to those attributes for an "exceeds satisfactory" assignment, the work reflects exceptional clarity and precision.

Rubrics and the conversion to the grading scale:

The grading of individual assignments will be using a rubric with a scale from Target, Acceptable, and Unacceptable. The rubric levels do not represent equal intervals of increments. These points along a continuum, from low to high, will be converted to allow use of the point scale.

A	95 - 100	B +	87 – 89	C	70 – 79
A-	90 – 94	B	83 -86	D	60-69
		B-	80 - 82	F	<60

The grade of "IN" (incomplete) will be assigned in accordance with FIU policy. In order to receive a grade of "DR" (Drop), a course must be dropped on or before, **Tuesday, January 17, 2017.**

Candidate Responsibilities

Materials / Equipment

1. Students will complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics. Students will bring all texts to each class.
2. Students will have access to a computer with connections to the Internet. They will type work using a word processor and save work so as not to have to re-type or re-write assignments.

Quality of Work

1. Assignments will reflect students own thought and effort. Plagiarism will result in an F grade for the assignment (this includes exams), and most likely for the course. The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook.
2. Each assignment will be ready to be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. **As a policy, grades will be lowered one letter grade for each week that the assignment is late.**
3. Assignments which have been turned in on time and which have earned a grade below a C (D, F) may be re-worked and resubmitted once for re-evaluation no later than one class after it is returned. Assignments submitted during the last two class meetings of the course are excluded from this option. The maximum grade possible for a resubmitted assignment is a C.
4. All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.

Professionalism (You will receive a separate sheet of the following to initial and submit to the professor)

RED 7938 -- Candidates' Responsibilities: Read each item. Your initials in the third column indicate that you have read and understood the respective item. Professional behavior is expected. Unprofessional behavior will result in points being deducted from class participation points. If all 10 class participation points are lost, the highest possible grade a candidate will earn in the class is a C regardless of other grades earned. Once a pattern of unprofessional behavior is established, 2 points will be deducted from class participation points for each recurrence of the problem.		Candidate's Initials
1	Candidates are to attend all classes, on time, to come alert, and to stay to the end of class. Attendance is mandatory. However, if for some reason you must be absent, you must contact the professor in advance to notify her of your absence. Upon your return a doctor's note or other documentation must be given to the professor. <u>Failure to comply with any of these stipulations will result in three points deducted from your final grade, each time this occurs.</u> After an absence, students are responsible for obtaining class notes, information, and/or instruction from classmates. Students may then request clarifications from the instructor.	
2	Candidates are to come prepared for all classes with assignments read or ready to be turned at the beginning of the class session at which they are due.	

3	Candidates must bring all required textbooks to each class.	
4	Assignments which have been turned in on time and which have earned a grade below a C (C-; D+; D; D-; F) may be <u>re-worked</u> and <u>resubmitted once</u> for re-evaluation no later than one class after it is returned. Assignments submitted during the last two class meetings of the course are excluded from this option. The maximum grade possible for a resubmitted assignment is a C.	
5	If a candidate receives unsatisfactory grades, it is the candidate's responsibility to contact the professor to set up an appointment to discuss the problem and to take action to correct it.	
6	Candidates are to be respectful of each other and all others involved in FIU (staff, etc).	
7	Electronic communication devices are to be turned off or turned to an unobtrusive mode. If a candidate is expecting an emergency phone call/text message, s/he must inform the professor at the beginning of a class session. In all other cases, candidates must not use cell phones or other electronic devices for communicating during class. This includes e-mail, calls and text-messaging. 2 points will be deducted from class participation points for each infraction.	
8	Laptops may be used for personal note taking only. When taking notes, questions must be directed to the professor and not to fellow classmates. Candidates may not check e-mail or browse the web during class. Candidates who distract others through their use of a personal laptop will be directed to suspend use of the laptop for the remainder of the course. If computers are being used for other than note taking during class, 2 points will be deducted from class participation points, and you will no longer be able to bring your laptop to class.	
11	If a student loses all class participation points (10), the highest grade possible to earn in the class is a C.	
12	Students are expected to abide by the student code of conduct and policies as published in the <i>FIU 216-2017 Student Handbook</i> .	
13	Plagiarism in any form or academic misconduct will result in an F grade for the course and a charge of Academic Misconduct to be filed against the candidate(s) with the possibility of informal or formal resolution. See statement below.	

University Graduate School Statement on Plagiarism

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

University Policy on Academic Misconduct

"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic

misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook."

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

		Candidate's Initials
14	I have read and I understand the <i>University Graduate School Statement on Plagiarism and Misconduct.</i>	

College of Education’s Conceptual Framework

The College of Education believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards of teacher candidates at the initial level are aligned with State and Professional standards (e.g., FEAPS, INTASC, etc.).

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

The Process Outcome – the requisite generic skills needed to be able to apply the content and pedagogical content - reflective inquirers. This means that candidates’ professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical “mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit’s candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide

their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators. These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

Course Description, Purpose and Prerequisites

Course Description: Advanced study in current theories and research in a specified area of reading education. This course is required in the Teaching and Learning doctoral programs, ED. D. with a major in Reading and the Ph. D. in Language, Literacy and Culture with a major in Reading.

Purpose of Course. This course focuses on further developing understandings, skills, and dispositions that enable the literacy professional to research in their field. It is designed for candidates to research the literature strategically to plan and begin writing their dissertations. This course follows guidelines recommended by the International Reading Association (IRA) in *Standards for Reading Professionals: Revised 2010* and the Florida State Standards. It refines skills related to the review of research in reading education, methods of research in reading education, selection of materials, and review of research in education. This course facilitates candidate's development/refinement of knowledge, skills and habits of mind (dispositions) identified in the COE's conceptual framework. Through experiences in this course, candidates will be better prepared to engage in their professional roles as Stewards of the Discipline, Reflective Inquirers and Mindful Educators.

Course Pre-requisite. The prerequisites for the course are RED 6747 Research in Reading and RED 6931 Seminar in Reading Education ([Florida International University Catalog](#)). Student must have earned a grade of C or above in prerequisite courses. The course also requires permission of the instructor.

Course Objectives and Alignment with State and National Standards

When you have completed this course you will be able to

- Discuss and apply the findings of major research initiatives in the field of reading related to theory and instruction of reading
- Analyze the contributions of past and present literacy leaders and researchers and their work to the field of reading and related fields
- Write a literature review for an area which is worthy of publication and presentation in the field of reading theory and instruction
- Write a 5-page overview of a proposal for dissertation

Standards and Guidelines: Institutional

Link to program philosophy – The doctoral program in Curriculum and Instruction with a focus on Reading seeks to develop Reading professionals who are Stewards of the Discipline of Reading and Reflective Inquirers and have the disposition to teach reading to preservice candidates and in-service teachers as well as to all students. They are prepared to research in the field of reading, teach at the university level, and add to the knowledge base.

This course focuses on theory and practice of reading instruction.

State Standards: The Florida Educators' Accomplished Practices.

Knowledge Base

In April 1995 the National Assessment of Educational Progress (NEAP) indicated that less than 1/3 of nine-year olds were proficient in reading and that only 2-5% could read at advanced levels. This prompted the United States Congress to create the National Reading Panel (NRP), who produced the *Report of the National Reading Panel: an Evidence Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*. The NRP's report supposedly created a base from which the field of reading could say there are preferred procedures to teach reading to reach President Clinton's goal of every child a skilled and fluent reader by grade 3.

The findings of the Panel stated that there are **5 essential areas** for reading instruction:

1. **Phonemic Awareness** – Being able to notice think about, and work with the individual sounds in spoken words. This is critical before children learn to read.
2. **Phonics Instruction** – helps children learn the relationships between the letters of written language and the sounds of spoken language.
3. **Fluency**, the ability to read orally with speed, accuracy, and proper expression is

a critical factor for reading comprehension. There is only correlational evidence that the more silent reading a student does the better a reader he/she becomes. It may be that the more a student reads the better he/she becomes or that better readers choose to read more.

4. **Comprehension** is the “essence of reading” (Durkin, 1993). Reading comprehension is a complex cognitive process that involves three key aspects; vocabulary development; reading involving an intentional and thoughtful interaction with text, teachers who teach strategies for comprehension
5. **Vocabulary** – the words we must know to communicate effectively. Vocabulary carries the concepts in text and is critical for comprehension.

Criticism of the NRP report focuses on the criteria for the selection of the studies included and the use of the term “research-based” strategies. Elaine Garan’s book *Resisting Reading Mandates: How to Triumph with the Truth*, refutes much of the findings of the Report of the National Reading Panel.

President George W. Bush has led an educational reform movement by signing the law, *No Child Left Behind* and the Reading First funding. Parallel to this is the Early Reading First program. All of the initiatives involve high stakes testing of children. The mandate has been given that the Report of the NRP findings be used for selecting “research-based” instruction or “scientifically based research” for use with Reading First Program funding. (Florida is one of only three states whose grant funding has been approved at this time.) The International Reading Association has written a position statement on “evidence-based” reading instruction meaning that there are practices that are proven effective by valid research (*What is Evidence-Based Reading Instruction*, 2002). The following characteristics should be present:

- Objective- data that any evaluator would identify and interpret similarly.
- Valid- data that adequately represent the tasks that children need to accomplish to be successful readers.
- Reliable—data will remain essentially unchanged if collected on a different day or by a different person.
- Systematic—data that were collected according to a rigorous design of either experimentation or observation
- Refereed—data that have been approved for publication by a panel of independent reviewers.

Reading comprehension is one of the five basic building blocks of literacy. It is perceived to be the ultimate goal of reading instruction although this was not always the case. In the past 50 years, research has provided much information about the process of comprehending. The definition according to *The Literacy Handbook* by Harris and Hodges (1995) is:

The construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context. Note: the presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter during such an interchange, that the content of meaning is individualized by that person’s prior

knowledge and experience and that the message so constructed by the receiver may or may not be congruent with the message sent. (p. 39).

The new Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015 and is the 7th reauthorization of the Elementary and Secondary Education Act (ESEA, 2015), but only the second since the No Child Left Behind (NCLB) of 2002, “ending a reign of error” (Diane Ravitch). Student learning assessment will be driven by teaching and learning rather than from accountability. Parents have the right to opt out their children from standardized testing. Teachers have a voice along with local educators in educational decisions. Federal law prohibits the federal government from setting teacher evaluations or defining what makes an effective teacher. The scale has tipped away from the power belonging to the federal government imposing on education.

Learning objectives (link to conceptual framework candidate proficiencies)

1. Candidates will be able to present a vision for teaching reading in the twenty-first century based upon reading current readings from leaders in the field of reading at a conference. This may be at a reading organization such as the American Reading Forum.
2. Students will write an article and submit it for publication with the professor.

COURSE DESIGN

Essential question of study- What questions pertaining to the instruction of reading will I endeavor to investigate?

Content under study – A description of the knowledge of the field related to a specific area of concern.

Performance: A reworked article for publication based upon their research for chapter two of their dissertation.

Requisite knowledge, skills, habits of mind needed to complete task-

Scoring rubric for artifact

Learning Outcome	Mastery	Proficient	Limited
The candidate will be able to relate the beliefs and findings of leaders of the field of reading on a particular aspect of literacy instruction.	Has researched thoroughly and written a well-developed synthesis of the research.	Has researched adequately and written a synthesis of the research.	Has researched inadequately or has not written a synthesis of the research.

Disposition: <i>He or she knows their content and pedagogical content, be inquisitive, and communicate accurately.</i>			
The candidate will be able reflect upon the findings and revision literacy instruction for the twenty-first century. Disposition: <i>Apply past knowledge to new situations, take responsible risks</i>	Has used creative thinking to address the problems related to teaching and learning literacy in the changing society.	Has used creative thinking to address some aspect of the problems related to teaching and learning literacy in the changing society.	Has used somewhat limited creative thinking to address some aspect of the problems related to teaching and learning literacy in the changing society.
The candidate has followed the highest standards for writing and presentation. Disposition: <i>Communicate accurately</i>	Has produced a high quality written article and submitted it for presentation and publication.	Has produced a written article and submitted it for presentation and publication	Has not produced a written article and/or has not submitted it for publication

LEARNING EXPERIENCES

Candidates will meet and collaborate in the building of ideas and contribute to the development of ideas in discussion and in support of developing their problem, literature reviews, and methods of conducting their research for their study.

Additional Readings (Optional) in Course

August, D., & Shanahan, T. (Eds.), (2008). *Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*. New York: Routledge.

Hoffman, J. V., & Goodman, Y. M., (Eds.) *Changing literacy for changing times: An historical perspective on the future of reading research, public policy and classroom practices*. New York: Routledge.

Kamil, M. L., Mosenthal, P. B., Pearson, P. D., & Barr, R. *Handbook on Reading Research* Vol III.

Ruddell, R. B., & Unraw, N. J. (Eds.) (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading.

Assessments in Course

1. Candidates will read research on reading comprehension and other aspects of reading. They will present chapters to the class and lead a discussion of the chapter.
2. Candidates will refine a written review of literature for their dissertation's chapter two. This will be used as the basis of an article which will be submitted for publication. They will give feedback on the chapter to each other to improve the quality.
3. Candidates will have a midterm consisting of a plan for a pilot study and final in which he or she will share the results of their pilot and present evidence and a PowerPoint in class.

Point Summary and Candidate Grade Record

Assignment	Points Possible	Points Earned	Grade
1. 3 Assignments: Chapters on Reading Research Presentations, visuals, reflection (in-class)	20 pts. Each= 60		
2. Research Assignment			
Statement of the problem	8		
Literature Review – written as if for publication	32		
Research plan	10		
3. Mid-term- Pilot Study Plan	10		
4. Final- 5- page Dissertation summary	10		
5. Pilot Study Report	10		
6. Class participation	10		
Total	150		

Course Schedule of Topics, Readings and Assignment Due Dates (RED 7938, Tuesdays)

Date	Topic	Readings	Assignments Due
Week 1 Jan. 11	Course Overview: Responsibilities; Books; Discuss selection of chapters		
Week 2	Assignment (Select Chapters) Pilot Study		Read: Literacy Research Methodologies
Week 3	Literature Chapter Planning for In-class Test Run /Pilot Study- What will you do? Activities		Read: Literacy Research Methodologies
Week 4	Literature Chapter Pilot Study – planning- Measurement		Read: Literacy Theories as Practice
Week 5	Literature Chapter Presentation:		Read: Literacy Research Methodologies
Week 6	Literature Chapter Presentation: Pilot Study Planning- Materials		Read: Literacy Research Methodologies
Week 7.	Literature Chapter Presentation:– Chapter 14 – Mixed Research Techniques in Literacy		Read: Literacy Theories as Practice

	Research Pilot Study Schedule		
Week 8	Literature Chapter Presentation: Midterm		Due: Plan for Pilot
Week 9 March 8	Literature Chapter Presentation:		Read:
Week 10	FIU Spring Break	No Class	
Week 11	Miami-Dade and Broward Public Schools Spring Break –	No class	Do Pilot study
Week 12	Literature Chapter Presentation:		Do Pilot study
Week 13	Literature Chapter Presentation: Pilot Study Presentation Contents		Read: Literacy Theories as Practice
Week 14	Presentation Texts		Pilot Study Report - Presentation of Pilot Study
Week 15			
Week 16	Last Class Final Exam		Due: Lit Review and 5 page summary of Dissertation
Finals Week			

<u>Index</u>	<u>Page</u>
<u>Resources</u>	2
<u>Evaluation and Grading</u>	2-3

<u>Candidate Responsibilities</u>	3-5
<i>University Graduate School Statement on Plagiarism, Academic Misconduct</i>	5
<u>College of Education's Conceptual Framework</u>	6,7
<u>Course Description, Purpose and Prerequisites</u>	7
<u>Course Objectives and Alignment with State and National Standards</u>	8
<u>Knowledge Base</u>	8-10
Overview of Learning Experiences in Course	11
Additional Readings in Course	11
<u>Assessments in Course</u>	12
<u>Point Summary and Candidate Grade Record</u>	12
<u>Course Schedule of Topics, Readings and Assignment Due Dates</u>	13
<u>Index</u>	14