

## **READ 6000 – Special Problems in Literacy (Analyzing Data) – Spring 2007**

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In this course we explore the various roles of assessment in education and will look at a variety of data sets to draw conclusions about how they might impact class- or school-level decision making.

### **Course Expectations and Responsibilities**

Attendance, punctuality, preparedness, participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening and a willingness to participate in discussion and activities. Being collegial means sharing your ideas and showing respect for other peoples thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructors). Let us concentrate on encouraging and supporting one another as we each work to do our best as educators. Remember also that as a student at The University of Georgia you are bound and protected by the policies and practices of academic honesty specified in the booklet titled A Culture of Honesty.

<http://www.uga.edu/ovpi/honesty/ahs.htm>

### **Special Needs Students**

Both University policy and law (the Americans with Disabilities Act) require that students with documented disabilities receive reasonable accommodation by way of access to classroom information and expression of their knowledge. Reasonable accommodation may include course modification and course substitution. If you have special needs as a student please register with the University of Georgia's Disability Resource Center: <http://www.drc.uga.edu> and inform Dr. Burkins at the beginning of the course.

### **Course Requirements**

#### Attendance

Your final grade depends in part on your attendance. You are expected to be on time for class. If you need to miss class due to illness or an emergency please send me an e-mail at [janelizburk@aol.com](mailto:janelizburk@aol.com). If you are absent due to an emergency or illness, you will not be penalized for missing that class. You have one class exemption, i.e. you may miss one class without penalty for personal reasons. However, this exemption does not apply to assignments due at that class. If you are going to be absent, please make arrangements to get your assignments to the instructor by the beginning of class.

#### **Texts**

Calkins, L., Montgomery, K., & Santman, D. (1998). *A teacher's guide to standardized reading tests: Knowledge is power*. Portsmouth, NH: Heinemann.

Holcomb, E.L. (2004). *Getting excited about data: Combining people, passion, and proof to maximize student achievement*. Thousand Oaks, CA: Corwin Press.

Nichols, S.L. & Berliner, D.C. (2007). *Collateral damage: How high-stakes testing corrupts America's schools*. Cambridge, MA: Harvard Education Press.

### Evaluation

Requirements	Due Dates	Point Values
Class reflection	Completed daily at the end of class	15 sessions X 10 pts.= 150 points
Independent Reading and Response	A two-page, typed reflection written in response to the reading assignments is due at the beginning of each class. These need to be APA formatted.	14 papers X 30 pts.= 420
Attendance and participation	Includes punctuality, participation, preparedness, attendance and discussion as an indication that you have read and thought about the reading assignments.	15 classes X 20 pts.= 300 pts.
Data Analysis	Draft Final Project/Report	100 pts. 100 pts.

### Calendar of Readings and Assignments

Dates	Assignments Due	Classwork	<i>Getting excited about data</i>	<i>A teacher's guide to standardized reading tests</i>	<i>Collateral damage</i>
Aug 21 <sup>st</sup>		Review Syllabus  Develop Norms  Data Set (instructor)  Reflection			
Aug 28 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion  Data Set (instructor)  Reflection	Front matter (pp. xv-xxvii) Chapter 1 (pp. 1-15)		Front matter (ix-xviii) Chapter 1 (1-31)
Sept 4 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion  <i>Data Set (student)</i>  Reflection	Chapter 2 (pp. 17-23)	Front matter (pp. vi-viii) Part I (pp. 1-30)	
Sept 11 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion  <i>Data Set (student)</i>  Reflection	Chapter 3 (pp. 25-37)		Chapter 2 (pp. 33-56)

Sept 18 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion <i>Data Set (student)</i>  Reflection	Chapter 4 (pp. 39-52)	Part II (pp. 31-64)	
Sept 25 <sup>th</sup>	Two-page response to readings  DATA PROJECT TOPICS	Text Discussion <i>Data Set (student)</i>  Reflection	Chapter 5 (pp.53-68)		Chapter 3 (pp. 57-78)
Oct 2 <sup>nd</sup>	Two-page response to readings  DATA SETS FOR DATA PROJECTS	Text Discussion <i>Group Work on Data Projects</i>  Reflection	Chapter 6 (pp. 69-90)	Part III (chapters 5 & 6) (pp. 65-93)	
Oct 9 <sup>th</sup>	Two-page response to readings  DATA SETS FOR DATA PROJECTS	Text Discussion <i>Group Work on Data Projects</i>  Reflection	Chapter 7 (pp. 91-111)		Chapter 4 (pp. 79-108)
Oct 16 <sup>th</sup>	Two-page response to readings  DATA SETS FOR DATA PROJECTS	Text Discussion <i>Group Work on Data Projects</i>  Reflection	Chapter 8 (pp. 113-123)	Part III (chapter 7) (pp. 94-104)	
Oct 23 <sup>rd</sup>	Two-page response to readings  DRAFT OF DATA PROJECT	Text Discussion <i>Peer Review of Data Projects</i>  Reflection	Chapter 9 (pp. 125-133)		Chapter 5 (pp. 109-143)
Oct 30 <sup>th</sup>	Two-page response to readings  DATA PROJECTS  Conference re: next week's data set	Text Discussion <i>Sharing of Data Projects</i>  Reflection	Chapter 10 (pp. 135-148)	Part III (chapters 8 & 9) (pp. 105-136)	
Nov 6 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion <i>Data Set (student)</i>  Reflection	Chapter 11 (pp. 149-158)		Chapter 6 (pp. 145-174)
Nov 13 <sup>th</sup>	Two-page	Text Discussion	Chapter 12	Part IV	

	response to readings  Conference re: next week's data set	<i>Data Set (student)</i>  Reflection	(pp. 159-187)	(pp. 136-182)	
Nov 20 <sup>th</sup>	Two-page response to readings  Conference re: next week's data set	Text Discussion  <i>Data Set (student)</i>  Reflection	Chapters 13 & 14 (pp. 189-216)		Chapter 7 (pp. 175-202)
Nov 27 <sup>th</sup>	Two-page response to readings	Text Discussion  <i>Data Set (student)</i>  Reflection	Chapters 15 & 16 (pp. 217-232)		
Dec 4 <sup>th</sup>	<b>NO CLASS</b>				

**Rubric for Grading Responses to Readings**

Dimension	Particulars	Scale
Timeliness	Author submits response at the beginning of class on date due.	5 pts.
Depth/Completeness	Author demonstrates deep thought about and processing of readings.	10 pts.
Connections	Author makes connections between text and self and across texts.	10 pts.
Conventions	There are few or no surface errors in the response. Response is in APA format. Response meets length requirements.	5 pts.