

# ED501: Strategies for Close Reading

3-Semester Graduate Credits

## Course Assignments

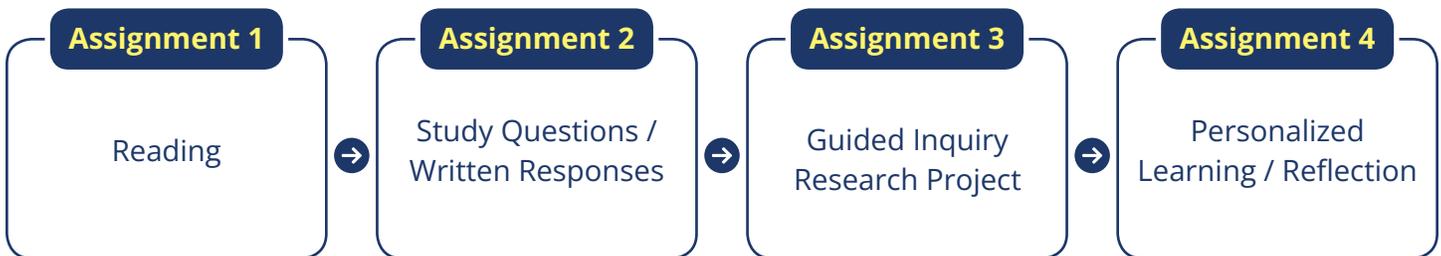


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## Course Assignments and Hour Requirements

Assignment	Assignment Description	Approximate Hours	Points out of 100
1	Reading	28	-
2	Study Questions / Written Responses	20	40
3	Guided Inquiry Research Project	35	40
4	Personalized Learning / Reflection	29.5	20
Total Course Hours and Total Points		112.5/112.5	100/100
<p><i>Course Evaluation: Upon completion of coursework, an evaluation will be sent to you.</i></p>			



## Assignment Formatting

- Written assignment lengths are based on single-spacing with a size 12-font.
- Margins should be a maximum 1-inch.
- You may submit 1.5 or double spaced papers based on the above requirements, i.e. 1 page single space = 2 pages double spaced.

### Assignment 1: Reading

*Notice and Note: Strategies for Close Reading* By: Kylee Beers and Robert E. Probst  
*Required Reading: Entire Book (~280 pages)*

### Assignment 2: Study Questions / Written Responses (40% of Grade)

While reading the book, use these study guide questions and take notes to prepare for your written responses.

Choose five of the questions below and respond by writing a minimum of 1/2 page (single-spaced, size 12 font, 1-inch margins) for each answer. Cite information from the book for each question you have chosen; include examples from your own teaching experiences (when applicable). Refer to the Written Response Rubric for assignment requirements.

#### Study Guide Questions (Part 1)

<b>Part 1:</b> Evaluate how rigor might be added to an “easy” reading book?	<b>Part 1:</b> Compare monologic and dialogic talks? Describe an existing lesson that could be changed to promote dialogic conversations?	<b>Part 1:</b> Do a close reading of “Thank you, Ma’m” (page 247) and reflect on that experience.
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#### Study Guide Questions (Parts 1 & 2)

<b>Part 1:</b> Keeping in mind the three aspects of a text, judge the complexity of a piece of literature you have taught this past year.	<b>Part 2:</b> Read the excerpts from Hatchet in the appendix. Which signpost(s) did you notice? What inferences can you make after recognizing it/them?	<b>Part 2:</b> Evaluate the authors’ decision to only use one anchor question per Signpost. Do you agree or disagree with their decision?
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#### Study Guide Questions (Parts 2 & 3)

<b>Part 2:</b> Describe how you might assess Signposts in a unit you currently teach.	<b>Part 3:</b> After a student notices a signpost, how might you get that reader to dig deeper into the meaning of the passage?	<b>Part 3:</b> Teach one of the Signposts to your students and reflect on that lesson.
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### **Assignment 3: Guided Inquiry Research (40% of Grade)**

During this Guided Inquiry, you will choose a topic from the coursebook and further explore how it can benefit you as an educator (you may choose to explore more than one topic).

#### ✔ **Create**

Create an open-ended question surrounding a topic in the course material that you wish to further explore through research.

See example questions at: [www.teacherspai.com/example-assignments](http://www.teacherspai.com/example-assignments)

#### ✔ **Research**

Research and write a two-page paper (single-spaced, size 12 font) addressing all aspects of your chosen question(s). The paper should include citations (APA or MLA) from at least two journal articles or other academic publications. Refer to the Written Response Rubric for requirements.

*Approximate time required to complete assignment: 35 hours (~25 hours research, ~10 hours writing)*

### **Suggested Sites for Research Articles:**

For this Guided Inquiry, you will need to find professional journal articles, videos, books, or other academic materials to research your chosen topic. Here are a few suggested websites:

- 🌐 <https://scholar.google.com/> (look for pdf files in search results)
- 🌐 <https://eric.ed.gov>
- 🌐 <http://www.ascd.org/publications/educational-leadership/archived-issues.aspx>
- 🌐 <https://www.researchgate.net>
- 🌐 <https://www.jstor.org/> (free registration)

**Assignment 4: Personalized Learning (20% of Grade)**

For this assignment, you will take what you learned in the course and implement it into your work. Choose one or more options below, complete the time requirements (see below), and write a reflection (see Personalized Learning Reflection section below) detailing this experience.

See an example of this assignment: [www.teacherspai.com/example-assignments](http://www.teacherspai.com/example-assignments)

Options	Personalized Learning Choices
<b>Teach</b>	Design, plan or implement lessons based on ideas, concepts, or topics presented in the course.
<b>Research</b>	Research resources presented within the coursebook, additional resources, or topics related to the course.
<b>Collaborate</b>	Collaborate with other teachers or work with PLC's (Professional Learning Communities) to further explore topics and implement practices into the classroom or school.
<b>Project</b>	Develop or plan a project related to the course content.
<b>Create</b>	Create Powerpoints, Smartboard files, documents, etc. that support ideas, concepts or topics presented in the course.

**Personalized Learning Reflection Questions**

Write a minimum one-page reflection (single-spaced, size 12 font). Describe the work and the time spent on each part of your personalized learning. Include answers to the following questions:

1. Which course concepts were integrated into your work?
2. How did your work support student learning?
3. What did you learn from this experience?

*Approximate time required to complete assignment: 29.5 hours (~24.5 hours personalized learning work, ~5 hours reflection questions about your work).*

Refer to the Personalized Learning Reflection Rubric for assignment requirements.

## TPAI Written Response Rubric

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
<b>Knowledge and Understanding of Content and Ideas</b>			
Analysis is precise, well articulated, and demonstrates a mastery of the topic. Writer responds effectively to all aspects of the questions.	Analysis is accurate, well developed and demonstrates a clear understanding of the topic. Writer responds to all aspects of the questions.	Analysis is competent but does not show a mastery of the topic. Writer responds to some, but not all, aspects of the questions.	Analysis lacks competence and reveals a flawed understanding of the topic. Writer does not respond effectively to the questions.
<b>Connections to Teaching Practices</b>			
Writer efficiently uses quotations and support from course readings to highlight understanding. Relevant evidence is substantive. A strong connection to personal teaching experiences is prevalent.	Writer uses quotations and support from course readings to highlight understanding. Relevant evidence is good. Connections to personal teaching experiences are identified.	Writer uses some support from course readings to highlight understanding. Relevant evidence is incomplete. Connections to personal teaching experiences are inadequate or unclear.	Writer uses little or no support from course readings. Relevant evidence is lacking. Connections to personal teaching experiences are unclear or nonexistent.
<b>Written Communication: Language, Style and Conventions</b>			
Writer displays a mastery of effective written work. Writer has an effective fluent style and syntax. Responses show an exemplary command of language.	Writer displays effective written work. Writer has a good fluent style and syntax. Responses show a good command of language.	Writer displays adequate written work. Writer has some style and shows attention to syntax. Responses show a basic command of the language.	Writing is ineffective in its presentation. Style is lacking and attention to syntax and grammar is inadequate. Responses show little command of the language.

## TPAI Research/Inquiry Paper Rubric

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
<b>Knowledge, Research and Understanding of Content and Ideas</b>			
Ideas expressed in research include original thought and show substantive understanding. Writer responds effectively to all aspects of the research question(s). Resources strongly support research.	Ideas expressed in research include original thought and show a high level of understanding. Writer responds to all aspects of the research question(s). All resources support research.	Ideas expressed in research demonstrate foundational understanding. Writer responds to some, but not all, aspects of the research question(s). Not all resources support research.	Ideas expressed in research do not clearly demonstrate foundational understanding. Writer does not respond effectively to the research question(s). Resources minimally support research.
<b>Connections to Teaching Practices</b>			
Writer efficiently uses quotations and support from relevant academic publications to highlight understanding. A strong connection to personal teaching experiences is prevalent.	Writer uses quotations and support from relevant academic publications to highlight understanding. Connections to personal teaching experiences are identified.	Writer uses some support from relevant academic publications to highlight understanding. Connections to personal teaching experiences are inadequate or unclear.	Writer uses little or no support from academic publications. Connections to personal teaching experiences are unclear or nonexistent.
<b>Written Communication: Language, Style and Conventions</b>			
Writer displays a mastery of effective written work. Writer has an effective fluent style and syntax. Responses show an exemplary command of language.	Writer displays effective written work. Writer has a good fluent style and syntax. Responses show a good command of language.	Writer displays adequate written work. Writer has some style and shows attention to syntax. Responses show a basic command of the language.	Writing is ineffective in its presentation. Style is lacking and attention to syntax and grammar is inadequate. Responses show little command of the language.

## TPAI Personalized Learning Reflection Rubric

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
<b>Knowledge and Understanding of Content and Ideas</b>			
Reflection demonstrates a high degree of critical thinking in applying course concepts into work. Insightful and relevant connections to course topics are made.	Reflection demonstrates critical thinking in applying course concepts into work. Relevant connections to course topics are made.	Reflection demonstrates some critical thinking in applying course concepts into work. Connections to course topics are made.	Reflection demonstrates little critical thinking in applying course concepts into work. Connections to course topics made are few or non-existent.
<b>Connections to Teaching Practices</b>			
Writer demonstrates significant personal growth and awareness of course topics through inferences and insights. Writer relates experience to current and future teaching practices.	Writer demonstrates personal growth and awareness of course topics through inferences and insights. Writer relates experience to teaching practices.	Writer demonstrates some personal growth and awareness of course topics through inferences and insights. Writer relates some experience to teaching practices.	Writer demonstrates little or no personal growth. Writer does not successfully relate experience to teaching practices.
<b>Written Communication: Language, Style and Conventions</b>			
Writer displays a mastery of effective writing. Writer has an effective fluent style and syntax. Responses show an exemplary command of language.	Writer displays effective writing. Writer has a good fluent style and syntax. Responses show a good command of language.	Writer shows adequate writing. Writer has some style and shows attention to syntax. Responses show a basic command of language.	Writing is ineffective in its presentation. Style is lacking; grammar is inadequate. Responses show little command of language.