Division: Teacher Education
Course RLL 6801
Course Title: Assessment & Differentiation Instruction for Diverse Learners PK - 8
Section 001
Term: Summer, 2015
Location: Old Main - 0151
Time: Monday / Wednesday, 1:30 - 4:20 PM
Instructor: Annena Z. McCleskey
Office Hours: By appointment
248-821-0070
AM4592@Wayne.edu

Course Description
Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades PK-8. This class has a field component in which things learned in class will be implemented with students and evaluated. The course content meets the Michigan State School Code Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades P-8. The course content meets the Michigan State School Code PA 118.

Course Outcomes:

1. Students will demonstrate an understanding of things that affect reading such as:
   a. literacy processes including language factors such as phonemic awareness, phonics, vocabulary
   b. factors that affect literacy processes such as environmental (language and sociocultural differences), psychological (cognitive, attitudinal, emotional functions) and physiological (vision, hearing, neurological)

2. Students will demonstrate an understanding of assessment by:
   employing a variety of means to assess diverse learner's knowledge of English Language use, oral language ability, visual/auditory discrimination, and reading and writing (phonological and word study, fluency, vocabulary, spelling, comprehension, and motivation), analyzing, interpreting, and summarizing the results of the evaluation assessments used.
3. Students will demonstrate an understanding of instruction by using assessment data to design and carry out instruction that: facilitates the language and content development of diverse learners, accommodates the linguistic, developmental and cultural differences of all students, integrates the language arts and other curriculum areas and forms of expression.

4. Students will demonstrate their ability to evaluate their teaching. They will reflect on their own teaching including evaluating lessons taught and discussing revisions that will make instruction relevant, understandable and that will place case study student in the "zone of proximal development".

**Required Text(s):**


**Access To:**

- Leslie, L. & Caldwell, J. *Qualitative Reading Inventory Editions-3, 4, or 5* New York: Pearson/Allyn & Bacon.
- Informal Reading Inventories
- Michigan Literacy Progress Profile (MLPP)
- Dolch Word List
- Common CORE Standards
- Other Assessments as discussed

**Additional References:**


Strickland, K. (2005). "What’s after Assessment?" Heinemann: Portsmouth, NH.-

**Course Assignments**

All formal papers are to be computer generated, double-spaced using 12 point font. Be sure to save and back up ALL class work. All work handed in must be stapled to ensure papers are secure and follow MLA Format for headings and page numbers.

You are responsible for all material in the text, whether or not it is discussed in class. Class activities will focus on topics similar to those in the text but will provide information that adds to what is in the text. Unless you ask questions about material in the text, it is assumed that you have read and understood the chapter/s.

✓="Constructivism & 100 Ways to Say Very Good" Maximum 10 Points

You are to download *Constructivism* from Blackboard (Article handout) and briefly summarize each paragraph in the margins to the right. Also download *100 Ways to Say Very Good* from Google and bring to the second class. Be prepared to discuss why both are important “professional tools” to have and your interpretation of each. These are to handed in with you name in the right hand top corner and stapled. They will be returned for credit.
A dialectical journal is a journal that records a dialogue, or conversation between the ideas in the text (the words that you are reading) and the ideas of the reader (the person who is doing the reading).

The purpose of a dialectical journal is to identify critical, important, far-reaching pieces of text and explain their significance. It is another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read and using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, reacting to particular phrases that drew your attention, etc. We will then use your comments as a starting place for class discussion over reading assignments. The form to be used is found on Blackboard. Download that form and use for text reading assignments. Journals DUE every Monday.

Strategic Hands-on Activities that are Resourceful and Effective We all can learn from each other. Think about an idea, organizational tool, management techniques, skill or a lesson that you have used that has proven successful for you and a positive learning experience for your students. You are to model your selected SHARE in a 10-15 minute mini lesson with the class. Provide a SHARE plan outline to me before your presentation and any handouts or enhancements to the class.

SHARE Plan Outline & what to share with colleagues:
1. Introduction of activity with the NAME of ACTIVITY
2. What is the goal/objective of this activity
3. How to students benefit from this activity?
4. Materials Needed by you and student/s
5. How do you assess student understanding of this activity?
6. How can this activity be connected to parental involvement?
7. Closure
SHARE may be in any curriculum area (reading, math, art music, physical edu. ELA etc).

You are to select one student in your classroom (if you are currently teaching) or one student that you will tutor during this course (if you are not currently teaching) for your Case Study. Your Case Study will involve assessing the student, planning and implementing instruction based on the assessment and evaluation data. You should plan to spend approximately 15-20 hours working with your Case Study student.
√√ = Interest Inventory / Survey √√

Interest inventories assist teachers and students in setting goals for reading/literacy and matching learning preferences or interests with appropriate instructional strategies. Teachers can design activities with specific topics based on areas of student interest. Parents can be included in the reading /literacy experience through the Parent Reading/Literacy Questionnaires.

√√ = ASSESSMENTS√√

K-3 and SPECIAL EDUCATION
Recommended (Michigan Literacy Progress Profile)
jacksoncisd.schoolwires.com/Page/42

|-----------------------------------|-----------------|--------------------------|-----------------|-----------------------|-------------------------|
| * Assessment for students able to track print and “read”.

Grades 3 - 8

<table>
<thead>
<tr>
<th>1) Dolch Word Lists</th>
<th>2) Informal Reading Inventory / Retelling</th>
<th>3) Writing Assessment</th>
<th>4) Vocabulary Assessment</th>
<th>5) Teacher Created</th>
</tr>
</thead>
</table>

Assess student UNTIL s/he reaches frustration levels - this means you may administer more than one assessment in a given area.

√√ = Initial Case Study Report √√

You are to write an Instructional Plan using the results of the above assessment data and interpret the results by identifying student’s strengths and challenges and identify needs you can and will address in two (2 summer) lessons.
Initial Case Study Format

I  Title Page
   Include your name, date, and the name of the student (Pseudonym)

II  Introductory Paragraph
   Share information about your Case Study student with their age, grade level and
   gender and at least 3 paragraphs detailing likes, dislikes, sports, home life,school,
   favorite things to do etc. with the reader of your Cast Study.

III  Reason for Selection
   State your rationale for selecting this student for your Case Study.

IV  List Assessments
   List all assessments administered by Publisher’s Name and Title

V  Assessment Results /Interpretations
   • Discuss each assessment in chronological order, giving scores and observations.
   • Summarize main strengths/weaknesses identified in each assessment.
     (Avoid evaluative statements such as "She is a good reader" or "He did well on the
     questions").
   • Provide your interpretations of what the assessments tell you about your student. Be
     sure to base your interpretations on the assessments and to refer to those
     assessments. )

VI Summary of Strengths/Needs
   Summarize the major strengths/needs that the totality of assessments reveals. This can
   be in a list form.

VII Recommendations
   Identify the specific areas that you will focus three instructional lessons and tell why
   you have selected these areas.

Case Study Materials
3 Pocket Folder (Office Supply Store)
   Pockets labeled:
   Pocket 1 = Interest Inventory
   Pocket 2 = Assessments ( to house student/teacher recording sheets)
   Pocket 3 = Case Study Report
You will plan three (3) regular lessons designed to accommodate the needs of your Case Study student in your classroom (or the Case Study student you are tutoring). These lessons will be based on the assessments you have given and identified student needs. Each lesson should be planned for your entire class (if you are teaching in a classroom) and should include at least two strategies per lesson from the 50 Literacy Strategies Text along with assignments, material, and/or activities designed to address the needs of your Case Study student. During your teaching, you must keep a focused eye on your Case Study student. You should take brief notes to help you remember what s/he says and does. You might find it helpful to tape record the session as it may be difficult to take notes during instruction.

**Lesson Plan Components**

When typing your lessons, please label the parts (A-K).

A. **Goals / Objective** List major objective/s in clear, exact, observable and measurable terms, specific to performance.

B. **Rationale for Lesson** Clearly and throughly explain WHY student/s needs to learn this content.

C. **Common CORE Standards** Include verbiage, not just numbers/letters

D. **Materials / Resources** Lists, materials, resources, specific technology locations websites you will use in your lesson/s

F. **Method of Instruction** Introduction: How will you prepare your student/s for the lesson and how will you prepare your classroom environment for your student/s? How will you focus your students’ attention and connect the lesson to their experiences?

G. **Student Engagement** What strategies, activities, techniques, games, questions etc. will you use to have students actively engaged in lesson?

H. **Accommodations** How will you differentiate instruction according to your Case Study student’s needs and learning style?

I. **Guided Practice** Select two strategies you will use to give your Case Study student practice in the focused area/s. Please label the strategies and bold them.

**EX:** Interactive Read Aloud - Choral Reading -

**IF** Guided Practice is successful and students are able to complete a good portion of the Guided Practice on their own and away from teacher’s guidance then proceed to Independent Practice.

J. **Independent Practice** Explain

K. **Reflective Summarization**
   • What do you think worked? Why?
   • What could you do differently to make the lesson more successful?
   • Did some things happen for which you were not prepared? How did you react?
A Reflective Paper is like any academic essay. It needs a thesis statement, a sentence placed near the beginning that gives an overview of what you'll be discussing. One way to structure your thesis is by reviewing your experiences thought your Dialectical Journal entries/ responses, SHARE Presentations, class discussions, working with your Case Study student and educational videos. Assess how you have changed your professional instructional practices due to these experiences and exposure. In addition, you may share your personal changes. This reflection should be 4-6 pages, double-spaced, in 12 point font with 1 inch margin.

Suggestions:

a. The changes you made in your instruction-consider what you learned about your Case Study student, what you learned about the role of literacy in your classroom, what you have learned from the lessons that your tried. What were these changes? What did you learn about your student/s?

b. Whether the changes (i.e., the lessons) were effective? What indicated to you that they were or were not effective?

c. What you might continue to do or not do in the future and why or why not?

Class Policies

This is an intense seminar class with a good amount of required reading, writing and participation. It is essential that you attend all class sessions, **be on time and actively participate**. If extenuating circumstances cause you to miss a class, please discuss this with me **as soon as possible and preferably before you miss class**. As an educator you are working with students, colleagues and the community or are preparing to work with students, colleagues and the community. It is expected that you will conduct yourself in a **professional responsible and courteous manner at all times**.

- If you need a laptop, for taking notes, that’s fine however, please do not use it for personal and unrelated business. Laptop users are asked to sit in the front.
- Do not take pictures or video during this class.
- Cell phones must be on vibrate or turned off during class.
- No texting during class.
- **ATTENDANCE** If you are not in class, you will not have the opportunity to make up class projects and discussions, so it is important that you attend all class sessions AND remain until class is dismissed.
- If absent, it is your responsibility to have a classmate gather any handouts, update you on class session or hand in your work.
- Exchange phone numbers or e-mail addresses with a few class members. If you do NOT sign in and out for every class, you are considered **ABSENT**. You are not to sign out or in for others.
• **No E-MAILS or LATE Assignments** accepted unless under extenuating circumstances. This will lower your grade by one full point for each class that it is late. That means that if your assignment would have earned a maximum 10 points, and it is one class late, it will earn a rating of 9 points.

**Professional Commitment (Preparation, Participation, and Attitude)** This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if each member: You are expected to actively participate in class. The course is designed to draw upon the experiences and insights of your peers and your participation makes for a richer experience for all. Simply attending class does not constitute participation.

a. Attends class regularly and is present for the full class period. (More than 2 absences will result in grade reduction, including attendance at the first class, whether or not you are registered at that time.) Absences of parts of class, e.g. late arrivals/early departures, will be recorded and will contribute to your total number of absences)

b. Is willing and able to discuss the week’s assignments (readings complete, assignments).

c. Maintains a mind open to the ideas and perspectives of others.

d. Is willing to share knowledge and ideas.

e. Refrains from using digital devices for personal use during class.

**ACADEMIC DISHONESTY / PLAGIARISM**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://dosowayne.edu/assets/student-code-of-conduct-brochure.pdf](http://dosowayne.edu/assets/student-code-of-conduct-brochure.pdf).) Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Time</th>
<th>Homework Assignment for next class</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Class Time</strong></td>
<td></td>
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<tr>
<td>Wednesday</td>
<td><strong>Introductions</strong></td>
<td>1. <strong>Bring</strong> name tent</td>
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<tr>
<td>July 1</td>
<td>Course Overview</td>
<td>2. <strong>Download</strong> and bring Constructivism (Blackboard) &amp; 100 Ways to Say Very Good (Google)</td>
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<td></td>
<td>Syllabus</td>
<td>3. <strong>Focus Read</strong> Constructivism paper &amp; write your thoughts in the margins. Be prepared to discuss why both articles are important instructional tools.</td>
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<td></td>
<td>“Walk Thru” &amp; Back Matter</td>
<td>4. Select Case Study Student &amp; Administer Student Interest Inventories</td>
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<td>SHARE Forms</td>
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<td>Research</td>
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<td></td>
<td>Student Interest Inventories</td>
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<td>Week 2</td>
<td><strong>Discussion:</strong></td>
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<tr>
<td>Monday</td>
<td>Constructivism - 100 Ways</td>
<td>• <strong>Dialectical Journal</strong> Chapters 1 &amp; 8</td>
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<td>July 6</td>
<td>Modeling of SHARE</td>
<td>• Student Interest Inventory</td>
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<td></td>
<td>Assessment “Walk-thru”</td>
<td>• <strong>Begin to Administer</strong> assessments (see page 5 of Syllabus) to Case Study student</td>
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<tr>
<td>Wednesday</td>
<td><strong>Discussion: Journal Strategies</strong></td>
<td>• <strong>Continue to assess</strong> Case Study Student</td>
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<td>July 8</td>
<td>Using Informal Reading Inventories &amp; Extended Passages</td>
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<td></td>
<td><strong>Assessment “Walk-thru”</strong></td>
<td><strong>Dialectical Journal</strong> Chapters 6 &amp; 9</td>
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<td><strong>SHARE Presentations</strong></td>
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<td>Week 3</td>
<td><strong>Discussion-Journal</strong></td>
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<tr>
<td>Monday</td>
<td>Modeling writing of Case Study Report</td>
<td><strong>Continue to assess</strong> Case Study student</td>
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<td>July 13</td>
<td>Share Presentations</td>
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<tr>
<td>Wednesday</td>
<td><strong>Educational DVD</strong></td>
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<td>July 15</td>
<td>Dialectical Journal Chapters 2 &amp; 3</td>
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<td>Week 4</td>
<td>Monday</td>
<td>July 20</td>
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<td><strong>Discussion-Journal</strong></td>
<td>Complete Case Study assessments &amp; DRAFT Case Study Report for <strong>Peer Review</strong></td>
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<td>Case Study Report Review</td>
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<td></td>
<td><strong>SHARE Presentations</strong></td>
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<tr>
<td>Wednesday</td>
<td>July 22</td>
<td><strong>Peer Review</strong></td>
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<td><strong>Discussion-Journal</strong></td>
<td><strong>Finalize Case Study Report</strong></td>
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<td>Peer Review Sharing</td>
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<th>Week 5</th>
<th>Monday</th>
<th>July 27</th>
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<tr>
<td></td>
<td><strong>Discussion-Journal</strong></td>
<td>Based on assessment data, prepare and instruct <strong>Lesson Plans # 1</strong></td>
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<td></td>
<td>Strategies</td>
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<td><strong>SHARE Presentations</strong></td>
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<tr>
<td>Wednesday</td>
<td>July 29</td>
<td><strong>Case Study Report DUE</strong></td>
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<td><strong>Discussions-Journal</strong></td>
<td><strong>Dialectical Journal</strong> Chapters 4 &amp; 5</td>
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<td>Strategies</td>
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<td>Educational Video</td>
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<td>Week 6</td>
<td>Monday</td>
<td>August 3</td>
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<tr>
<td>Lesson</td>
<td>Plan # 1 DUE</td>
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<tr>
<td>Wednesday</td>
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<td>August 5</td>
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<tr>
<td>Lesson</td>
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<tr>
<th>Week 7</th>
<th>Monday</th>
<th>August 10</th>
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<tr>
<td>Lesson Plan 2 Due</td>
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<tr>
<td>Wednesday</td>
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<td>August 12</td>
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<tr>
<th>Week 8</th>
<th>Monday</th>
<th>August 17</th>
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<tr>
<td>Reflective Paper Due</td>
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<td>Wednesday</td>
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<td>8/19</td>
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**Maximum Points**
Participation & Professional inserted into grading system.

- Constructivism 5
- 100 Ways to Say very Good 5
- Dialectical Journal 25
- SHARE 10
- Case Study Report 30
- Lesson Plans (2) 15
- Final Reflection 10

**TOTAL Points 100**
GRADING SYSTEM

Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what grade you have earned. Completed work of very poor quality will result in a failing grade. Satisfactory completion will result in a grade of B. Grades of B+ and A are reserved for work that goes beyond “acceptable” or “satisfactory”, with A grades reserved for outstanding work.

Evaluation and Grading: MAT Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
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<tr>
<td>90 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
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<tr>
<td>83 - 86</td>
<td>B</td>
</tr>
<tr>
<td>below 72</td>
<td>F</td>
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</tbody>
</table>

Undergraduate
Your final grade will be determined by your grades earned on assignments, attendance, class participation and professionalism.

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
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<tr>
<td>90 - 94</td>
<td>A-</td>
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<tr>
<td>87 - 89</td>
<td>B+</td>
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<td>83 - 86</td>
<td>B</td>
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<td>69-67</td>
<td>D+</td>
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<tr>
<td>66-63</td>
<td>D</td>
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<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>below 62</td>
<td>F</td>
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</tbody>
</table>

Graduate
Your final grade will be determined by your grades earned on assignments, attendance, class participation and professionalism.

Exemplary = 100 - 95 = A
Acceptable = 94 - 90 = A-
Unacceptable = 89 - 87 = B+ 86 - 83 = B 82 - 80 = B-
79 - 77 = C+ 76 - 73 = C

Enrollment / Withdrawal Policy
Beginning in Fall, 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full titration cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

○ WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
○ WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
○ WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth to the tenth week of class.
Attention Students with Disabilities
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

A Reflective Paper
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-On-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

Professional Organizations:
Michigan Reading Association (MRA)
International Reading Association (IRA)
Council for Exceptional Children (CEC)
Michigan Council of Teachers of English
National Council of Teachers of English

*Syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.
6/2015