

**Wisconsin State Reading Association 2018 Convention**  
**THROUGH the Eyes of the Whole Child**  
*Wisconsin Center Downtown Milwaukee*  
February 8 – 19, 2018

**Course Dates: February 8 – May 1, 2018**

**EDUC 790, Section 791 or 793:** I, 2 or 3 graduate credits

**Instructor:**

Dr. Lynda D. Fernholz  
454 College of Professional Studies  
1901 Fourth St  
UW Stevens Point  
Stevens Point, WI 54481  
lfernhol@uwsp.edu  
608.385.1175 (cell)

**Course Description:** In today's plethora of education initiatives, the goal is for attendees to capture and integrate the interconnectivity of the big ideas of literacy instruction and learning. **Collaboration, Cognition, Creativity and Constructivist Classrooms!**

**Students must attend the Thursday, Friday, and Saturday.** Sessions of the WI State Reading Association Annual Convention (registration, travel, and lodging costs are assumed by the student). Students choose a credit option that helps them develop ideas and practices acquired from convention activities and workshops. Students' projects will support their individual professional development goals.

*To earn an A for the course the following expectations must be completed:*

**Students should plan to check in with the instructor 1 day either before the start of the convention, during, and after the convention. Whether you register for the 1 or 3 credits, attending all day sessions is a course requirement.**

Meeting location and times TBD once participants are registered. Please share your cell phone number with the instructor. Dr. Fernholz can be reached at **608-385-1175**. This course addresses WTS: 1 Content, 2 Instruction, 7 Curriculum, 9 Reflection, and 10 Professionalism.

**Course Requirements:**

**1 graduate credit:**

- 1. Learning Log:** Document and take notes from each sectional you attended. Give complete information about the presenter and your previous experience/knowledge with the topic and/or the presenter. This will be shared during our meetings, at the convention.
- 2. Professional Goals:** (last day of convention) In your learning log, record and share 2-3 professional development goals you have as a result of your attendance and participation at this WSRA Convention. **Full attendance** at the convention.
- 3. Check in daily** with the instructor (location & time TBD) at the convention hall.

4. **Complete a journal** that includes date, time, and session number, and speaker, topic of the presentation and a brief description of the presented material. Take notes during the presentation in this journal. Submit to the instructor by February 28, 2018.
- Prior to the convention, download the WSRA app for use during the convention.
  - **Share your cell phone number** with the instructor so that text messages can be shared with updated information regarding meeting locations.

## **2 Graduate Credits include the entire requirements above PLUS:**

- A final reflection paper is due **March 18th**. The rubric and expectations for this paper will be shared with you the week after the convention. This 3 - 4 (double spaced) essay will be reflective of your growth as a teaching professional by attending the 2018 WSRA convention. You will submit both your paper and journal by this date. Email professor to make arrangements.
- Lastly, a face-to-face or technology meeting will be required between **March 19th and May 1st, 2018** to reflect with the instructor to solidify new understandings about literacy and professional development. This requirement will take place in my office around your schedule. I will send an email after spring break to remind you to schedule an appointment. I will return your conference journal and essay paper at this time.

## **3 graduate credits include the entire requirements above PLUS:**

- Complete all the requirements for **1 & 2 graduate credits**
- Classroom PROJECT: The requirements for this project depend on your teaching setting. This project is to impact your present teaching situation and represent what you learned at the convention. Check in with instructor to discuss ideas and how you will assess student learning. After the project, share reflection about student learning.
- Lastly, create and share your learning with your teaching peers and staff. Take your learning public and demonstrate literacy leadership. Check in the instructor to discuss ideas and collect an assessment after the presentation to be shared with the course instructor.

**All work must be completed by May 1, 2018 unless otherwise noted above. The best method for handing in assigned tasks will be discussed through email and phone conversations.**

## RUBRICS

### ❖ Reflection Paper:

**Proficient** (5) Exceeds average performance standard **Basic** (3) Average; meets performance standard **Minimal** (1) below average performance

**Organization:** The paper contains a well-developed introduction that explains the purpose, importance and plan/organization of the paper. The introduction is lacking one of the key elements: purpose, importance and/or plan/organization. No introduction or a very incomplete introduction is present.

**The paper contains a conclusion** that highlights the main points in the paper. No new information has been presented in the conclusion. The conclusion highlights some of the main points. No conclusion is present OR the conclusion is incomplete or unrelated to the main ideas presented in the paper.

**Focus** The focus of the paper is clearly stated through a strong thesis statement and organizational language. The thesis statement could be clearer. More organizational language would be helpful. The focus of the paper is not clear.

**Depth of Knowledge** The writer has demonstrated an understanding of the topic by using relevant examples to support his/her ideas. The writer ties his/her knowledge of the K-8 learner observed with the aspect of literacy that is addressed. The writer has demonstrated a general understanding of the topic. The content of the paper is superficial and does not demonstrate understanding of literacy or the K-8 learner.

**Accuracy** The content is accurate. A few questions regarding accuracy were noted. Somewhat cited. A number of inaccuracies were noted. Lack of knowledge demonstrated.

**Support** The writer has provided specific examples that help illustrate the main concepts (6 or more relevant citations – APA format) The writer has provided examples; however, they need to be more specific OR more examples would make the ideas clearer

**Writing** Word choice and voice demonstrate professional style of writing. Professional style of writing is evident with some conversational idioms. Word choice and voice are mostly conversational.

**There are a variety of grammatically correct** sentence structures to show the relationship of clauses through use of connecting words. There are some grammatical

problems. Sentence structure lacks variety. There are few connecting words to show the relationship of ideas. There are many grammatical problems and minimal variety of sentence types.

**Transitions** have been incorporated between main ideas. Some transitions have been incorporated between main ideas. Transitions are lacking.

**Few, if any, mechanical errors exist.** APA Format correct A few mechanical errors exist but they do not interfere with the meaning of the paper. The paper appears to be at draft stage.

❖ **WSRA Conference Teacher Journal**

- Teacher thinking and learning is evident through each session/conference
- Sessions, speakers and take away thinking is evident

❖ **Sharing Learning with Teacher Peers (3 credits)**

- Expectations and learning outcomes to be developed in collaboration with the course instructor.

**University Policies:**

- The expectations delineated in the UWSP Community Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chp. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
- Copyright and File Sharing: Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is undeniably denied.
- Americans with Disabilities Act: If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the 6th floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>  
<http://www.uwsp.edu/dos/Pages/ADA.asp>