



## Education Technology and Media Leadership Program

*Signature Assignment for ETEC 545*

*Reading Literacy Promotion Plan*

### **Student Learning Outcome(s) Assessed**

SLO #7: Promote reading for learning, personal growth and enjoyment.

### **Description of the Signature Assignment**

Candidates develop a literacy-based reading promotion plan and representative product.

Self-directed reading is a critical avenue contributing to quality of life and lifelong learning. A primary aim of all teacher librarians should be to encourage reading in students as a part of most instructional activities and school library programming. To support this aim, teacher librarians must have a broad understanding of children's literature, the reading process, and how to encourage leisure reading in students.

### **Directions for Students**

1. Create a literacy-based reading promotion plan that incorporates the graphic novel. The plan should identify the objective, the target audience, the plan of action that incorporates the graphic novel, time frame, and means to assess impact.
2. Create a graphic novel that promotes reading. Using Comic Life, EduComics or other graphic novel generation product, create a 4-8 page graphic novel about a children's or young adult author. The novel should highlight one incident in the author's life (something that makes a good story). NOTE that it is OK in this assignment to use existing images as long as you cite them accurately.

**Scoring Rubric:**

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	Score
<b>NOVEL: 24</b>					
<b>Story</b> (Inquiry)	The story is clear, well organized and easy to read. Important narrative aspects such as the climax and resolution are very clear. The reader finishes the story feeling it is complete and no major details are missing.	The story is clear and well organized, but there are one or two points of confusion. Important narrative aspects such as the climax and resolution are clear. The reader finishes the story feeling it is complete and no major details are missing.	The story is sometimes clear, but disorganized. Important narrative aspects such as the climax and resolution are not completely clear. The reader finishes the story feeling it is complete but that major details are missing.	The story is confused and unclear. Important narrative aspects such as the climax and resolution are missing. The graphic novel is very hard to read because it is so disjointed. The reader finishes the story feeling it is incomplete.	/4
<b>Word Choice</b> (K & S)	Strong, descriptive language is used and all captions are concise.	Most language is clear and concise and for the most part strong and descriptive.	The language is strong at times, but often the language is weak.	The language is overly simple and not at all descriptive.	/4
<b>Theme</b> (Inquiry)	The reader could easily state the theme of your story because it is explicit in both the visuals and text.	The reader could state the theme of your story. It is clear in the text.	The reader can make an educated guess at the theme of the story but it is not clear in the visuals and/or the text.	The reader is not able to state the theme of the story because it is not clear in visuals or text.	/4

<p><b>Visual-Layout</b></p>	<p>Frames are designed in a way that greatly enhances the overall visual effect. The design and layout clearly enhances the artwork and text.</p>	<p>Frames are designed in a way that for the most part enhance the overall visual effect. The design and layout enhances the artwork and text, but there are one or two instances where the layout detracts from the story.</p>	<p>Frames are designed in a way that add to the overall visual effect for about ½ of the graphic novel. The design and layout often enhances the artwork and text, but there are multiple instances where the layout detracts from the story.</p>	<p>Frames lack design and do not enhance the overall visual effect. The design and layout do not enhance the artwork and text.</p>	<p>/4</p>
<p><b>Visual-Images (Inquiry)</b></p>	<p>All Images are striking and powerful. All images enhance the story and work with the text to tell the story. All images are high quality, clear, and are not pixelated. All of the images are original and of your own creation or re-mixing.</p>	<p>Most images are striking and powerful and add to the meaning of the text. Most images are high quality, clear, and are not pixelated. Most of the images are original and of your own creation or re-mixing.</p>	<p>There are some striking and powerful images but some are boring. Some images enhance the story, but some images detract from the story because they are confusing, of low quality, unclear and/or pixelated. Some of the images are original and of your own creation or re-mixing, but there are many instances where the images seem to be completely lifted or are reminiscent of something else.</p>	<p>Very few images are striking or powerful, and many seem boring and unrelated. Images rarely enhance the story, and most images detract from the story because they are confusing, of low quality, unclear and/or pixelated. Most of the images seem to be lifted or are reminiscent of something else.</p>	<p>/4</p>

<b>Attention to Detail (Conventions &amp; Production Quality)</b> (K & S)	There are no distracting errors, corrections or erasures and is the novel is easily read. There are no errors in grammar, spelling or punctuation.	There are only one or two distracting errors, corrections or erasures and your novel is easily read. There are 1-3 errors in grammar, spelling or punctuation.	Fairly readable but the quality is not very good on some parts. It looks like the student ran out of time. There are 3-5 errors in grammar, spelling or punctuation.	Very messy and hard to read. It looks like the student threw it together at the last minute without much care. There are 6 or more errors in spelling, grammar or punctuation.	/4
<b>PLAN: 8 points</b>					
<b>Plan Process</b>	Plan effectively is based on needs assessment and research, builds on partnership, advances literacy, tries to motivate audience to read, incorporates graphic novel authentically.	Plan includes needs assessment, research, partnership, literacy, motivation, incorporation of graphic novel.	Plan includes most of the following: needs assessment, research, partnership, literacy, motivation, incorporation of graphic novel.	Plan lacks most of the following: needs assessment, research, partnership, literacy, motivation, incorporation of graphic novel.	/4
<b>Plan Details</b>	All elements addressed clearly, appropriately, and thoroughly: objective, audience, timeframe, actions, assessment.	Most elements addressed appropriately: objective, audience, timeframe, actions, assessment.	Most elements addressed: objective, audience, timeframe, actions, assessment.	Several elements missing or vague.	/4
<b>Total</b>					/32

0 if criterion is missing

### Legend

Total Points	College of Education Assessment Scale Equivalent
<b>29-32</b>	4 (Exceeds Expectations)
<b>25-28</b>	3 (Meets Expectations)
<b>22-24</b>	2 (Meets Some Expectations)
<b>19-21</b>	1 (Does Not Meet Expectations)
<b>0-18</b>	0 (Can't Score)