

**The College of Education and Behavioral Studies**  
**School of Education**  
**Houston Baptist University**

**Course Syllabus**  
**EDRE 4360, Developing and Teaching Literacy**  
**Spring, 2014**

**COURSE DESCRIPTION**

Included in this course are methods and materials for teaching developmental reading to children in school settings from grades 1 to 8. The course emphasizes competence in assessing specific strengths and weaknesses in the reading skills of children, differentiation in instruction, lesson planning in order to prepare learning activities appropriate to children's needs, and interaction with children in such a way that learning is maximized. It includes a multi-tiered approach to meet the various needs of students along with assessment that drives instructional decisions. It builds on the concepts from emergent literacy (EDRE 4351) that stress the 5 critical components of reading instruction and the understanding of effective instruction (5 features). Both on-campus activities and field experiences are included. This course must be completed before student teaching.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

In order to take this course for credit, a student must have been admitted to the teacher preparation program and completed a curriculum and instruction course (EDUC 4301/4311) with a grade of "B" or higher. It must be completed prior to student teaching. All 30 hours of fieldwork must be completed in order to pass this class (regardless of other grades).

**DATE AND TIME OF CLASS MEETINGS:** Monday through Friday 8:00-10:45 (time combined with EDRE 4350)

**ROOM NUMBER:** Hinton 211

**INSTRUCTOR INFORMATION**

Name/Title: Dr. Sharon A. Lewis

E-mail: slewis@hbu.edu

Office Phone: 281-649-3074

Office Location: Hinton 334

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
2:00-4:00	11:00-12:00* 2:00-4:00	2:00-4:00	11:00-12:00* 2:00-4:00	By appointment

\*During Field experiences, I will be in the field Monday through Friday from 8:00-11:00

## LEARNING RESOURCES

Course Text(s):

Clay, M. M. (2007). *Observation survey*. Portsmouth, NH: Heinemann. ISBN 978-0-325-04901-4

Clay, M. M. (2000). *Follow me moon*. Portsmouth, NH: Heinemann. ISBN 978-0-325-00235-4

Fountas, I. and Pinnell, G.S. (1996). *Guided reading: Good first teaching*. Portsmouth, NH: Heinemann. ISBN 978-0-435-08863-7

Fountas, I. and Pinnell, G.S. (2000). *Guiding readers and writers*. Portsmouth, NH: Heinemann. ISBN 978-0-325-00310-8

Supplementary Text(s):

Fountas, I. and Pinnell, G. S. (2008). *Prompting guide, part 1, for oral reading & early writing*. Portsmouth, NH: Heinemann.

Fountas, I. and Pinnell, G. S. (2011). *Prompting guide, part 2, for comprehension, thinking, talking, and writing*. Portsmouth, NH: Heinemann.

## RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students prepare for the cutting edge methods of teaching reading in today’s PK-6 classrooms. It will include a theoretical background and current strategies and methods and show how all language arts areas integrate into the curriculum. This course will give students an opportunity to have hands-on experiences through fieldwork and classroom demonstrations.

## RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of teaching.

## COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Explain phases in typical developmental progressions.

2. Explain how the relationships among the major components of literacy development change with reading development.
3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.
4. Review, pronounce, classify, and compare the consonant and vowel phonemes of English.
5. Semantics: Discuss examples of meaningful word relationships or semantic organization.
6. Discuss cohesive devices in text and inferential gaps in the surface language of text.
7. Describe the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).
8. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
9. Identify the most well-validated screening tests designed to identify students at-risk for reading difficulties.
10. Discuss how to interpret measures of reading comprehension and written expression in relation to an individual child's component profile.
11. Extend the knowledge of the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
12. Explore the routines of a complete lesson format, from introduction of a word recognition concept to fluent application in meaningful reading and writing.
13. Describe the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.
14. Explain reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.
15. Describe examples of text at a student's frustration, instructional, and independent reading level.
16. Locate sources of activities for building fluency in component reading skills.
17. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.
18. Describe the role of vocabulary development and vocabulary knowledge in comprehension.
19. Describe the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
20. Explain varied techniques for vocabulary instruction before, during, and after reading.
21. Review that word knowledge is multifaceted
22. Discuss the sources of wide differences in students' vocabularies.
23. Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
24. Explain the usefulness of writing in building comprehension.
25. Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text).
26. Establish a pattern of continued growth in the field by attending professional conferences and reading professional articles.

27. Demonstrate content knowledge through class discussions and activities

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

### **TExES Competencies**

The following TExES EC-6 Generalist exam competencies are addressed in part or in full in this course:

#### **Domain I: English Language Arts and Reading**

**Competency 001 (Oral Language):** The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

**Competency 002 (Phonological and phonemic awareness):** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

**Competency 003 (Alphabetic Principle):** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

**Competency 004 (Literacy Development):** The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

**Competency 005 (Word Analysis and Identification Skills):** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

**Competency 006 (Reading Fluency):** The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

**Competency 007 (Reading Comprehension and applications):** The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

**Competency 008 (Reading, Inquiry, and research):** The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

**Competency 009 (Writing Conventions):** The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

**Competency 010 (Written Communication):** The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

**Competency 011 (Viewing and Representing):** The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

**Competency 012 (Assessment of Developing Literacy):** The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

### **IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

#### **A. Foundation Concepts about Oral and Written Language**

1. Explain phases in typical developmental progressions.
2. Explain how the relationships among the major components of literacy development change with reading development.
3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

#### **B. Knowledge of the Structure of Language**

1. Semantics: Discuss examples of meaningful word relationships or semantic organization.
2. Discuss cohesive devices in text and inferential gaps in the surface language of text.

#### **C. Interpretation and Administration of Assessments**

1. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
2. Identify the most well-validated screening tests designed to identify students at-risk for reading difficulties.
3. Discuss how to interpret measures of reading comprehension and written expression in relation to an individual child's component profile.

#### **D. Structured Language Teaching: Phonology**

1. Extend the knowledge of the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.

#### **E. Structured Language Teaching: Phonics and Word Recognition**

1. Identify the routines of a complete lesson format. From the introduction of a word recognition concept to fluent application in meaningful reading and writing.

#### **F. Structured Language Teaching: Fluent, Automatic Reading of Text**

1. Describe the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.
2. Explain reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.

3. Describe examples of text at a student's frustration, instructional, and independent reading level.
4. Locate sources of activities for building fluency in component reading skills.
5. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.

**G. Structured Language Teaching: Vocabulary**

1. Describe the role of vocabulary development and vocabulary knowledge in comprehension.
2. Describe the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
3. Explain varied techniques for vocabulary instruction before, during, and after reading.
4. Review that word knowledge is multifaceted.
5. Discuss the sources of wide differences in students' vocabularies.

**H. Structured Language Teaching: Text Comprehension**

1. Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
2. Explain the usefulness of writing in building comprehension.
3. Explain the levels of comprehension including the surface code, text, base, and mental modes (situational model).
4. Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text).

**I. Structured Language Teaching: Handwriting, Spelling, and Written Expression**

**TOPICAL OUTLINE**

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Assessment to identify a student's reading level based on accuracy, fluency, and comprehension
2. Strategies for comprehension, problem-solving on words, vocabulary development, and fluency
3. Understanding and instruction for appropriate reading instruction based on assessment data
4. Classroom management to provide small group instruction
5. Concepts about oral language and implications for reading
6. The reciprocal relationship between reading and writing
7. Phonics instruction and word recognition strategies
8. Interactive read-aloud
9. Field experience in local schools to apply learning into actual situation

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

## TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lectures, and discussions
2. Reflection (both oral and written)
3. Active learning exercises
4. Videos for a shared experience that leads to discussion
5. Outside readings and readings from the text
6. Field experiences to apply learning and observe a master teacher at work

The ideal class meeting will be a combination of lecture, discussion, and student activity. Students should come to class each day having read assigned chapters and notes from previous class meetings in order to make meaningful discussion possible.

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
Exam I	1, 3,7, 8, 9, 10, 11, 13, 15	EC-6: 001, 002, 003, 004, 005, 006, 007, 012 IDA: A1-3, B1, C1-3, D1, E1,F1-4, H1&4,	100
Field Portfolio	1, 3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 24, 26	EC-6: 001, 002, 003, 004, 005, 006, 007, 009, 010, 012 IDA: A1-3, B1, C1-3, D1, E1,F1-4, G 1-5, H1&4, I	300
Countdown papers (3)	2, 3, 7, 8, 9, 10, 13, 16,18, 24, 27	EC-6: 004, 006, 007 IDA: A1-4, B1, F2-3, H1-4	150
Phonics lesson	4, 5, 11, 13, 18, 21	EC-6: 002,003, 004, 005 IDA: D 1, E1, G1-2, & I	100
Video reflections (2)	1, 2, 3, 5, 8, 9, 10, 11, 14, 15, 18, 20,	EC6: 007, 008,	200

	21, 23, 24	011, 012 IDA: C1-3, F1-4, H1-4	
Exam II	15, 17, 18, 20, 23, 24, 25	EC6: 001, 002, 002, 004, 006, 007, 009, 012 IDA: B1-2, C1-3, F1-4, H1-4,I	100
Class participation	27		100
Professional conference	26		100
		Total possible points	1150

- <sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.
- <sup>2</sup> These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).
- <sup>3</sup> To calculate your grade, take the total points you have earned and divide by the total points possible. That will give you a percentage that can be compared to the grading scale below.

## Grading Standards

### School of Education Undergraduate Grading Scale

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

## Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

## CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if in more than 8 class sessions (not including field work days) absences occur, the course grade will be “F” no matter what test and paper scores might be. . *In this course, special attendance policies apply to fieldwork. If any fieldwork day is missed, it must be made up. Failure to complete the full 30 hours required will result in an F for the course.* All absences will impact your class participation grade. A tardy of 15 minutes or more will count as an absence.

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the professor no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom, and a penalty in your class participation grade.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

*Dr. Sharon A. Lewis*

November, 2013

Instructor's Electronic Signature

Date

**EDRE 4360, Developing and Teaching Literacy & EDRE 4350 Reading and Language Arts**  
*This schedule covers both courses since they are blocked. Notations in the assignments indicate the course for which it applies.*

### TENTATIVE SCHEDULE

**GR= Guided Reading GRW=Guiding Readers and Writers OS=Observation Survey WWN=What a Writer Needs**

Date	Class Activity	Reading & Assignments
1/21	Introduction Go over syllabus and class format Review and Sign up for Calkins' <i>Units of Study</i> book Assemble attendance folder – explain Show notebook for writer's notebook (decorate) <b>Fill out background check and ATPE papers</b> Begin training running records	<b>GET YOUR BOOKS! Read GR chap. 7 &amp; OS chapter 5</b> Bring in signed statements from both syllabi Bring a Meade notebook to class (or \$1) If you don't have your book, Read chapter posted on Blackboard ( <b>OS chapter 5</b> )  <b>YOU MUST HAVE YOUR BOOKS BY 1/22/14 OR YOU WILL FALL BEHIND IN YOUR WORK!</b>
1/22	Analyze Running Records Balanced Literacy - video Explain & Decorate writer's Notebook Reading/ writing connections (3) • <i>Memory String</i> – reader resp. Blueprint	<b>Read – GRW chapters 11-12 &amp; GR chapter 1 &amp; 3</b> Go to the library and check out <b>Unit of Study</b> book and begin work on presentation  <b>4350-Writer's Notebook – select two topics from your blueprint and do a 10 min. writing on each</b> <b>Begin working on your narrative – select a topic</b>
1/23	<i>Guided Reading</i> video Part 1 Literacy Components – Primary & intermediate Reading/ writing connections (3) • <i>The Hating Book</i> – reader response • <i>Rosie and Michael</i> – reader resp.	<b>Read – GRW chapters 13-14 fill in a countdown paper based on the two chapters together</b> <b>4350-Select a topic and begin a discovery draft for your personal narrative</b> <b>Read GR chapters 10-11</b>
1/27	Discuss Leveled books –chart characteristics Book Introductions Guided Reading video part 2– Writing: personal narrative, strong leads	<b>Read – GRW chapters 2 &amp; 4 and GR chapter 4-5 (mark 3 places that stand out to you)</b> <b>4360-Video response – write 1½- 2 page typed paper about guided reading that synthesizes the video parts 1 &amp; 2</b> <b>4350-Add to your writer's notebook: an artifact and a short writing about it and an entry where you script a conversation (from TV or overheard)</b>
1/28	<i>Classroom Management</i> – video part 1 Share chapter notes (marked places) from GR chapter 5 Routines	<b>4350-Write 3 different styled leads for your narrative topic</b> <b>4360- Read Clay article on introducing a book to young readers – fill in a countdown paper based on the article</b>
1/29	<i>Classroom Management</i> – video part 2 Miscue Analysis Writer's Workshop	<b>Read GRW chap 8-9 GR chap. &amp; 11</b> <b>4360-Video response for classroom management video parts 1 &amp; 2</b>
1/30	GR in intermediate grades – video Compare/contrast GR for primary/intermediate	<b>GRW chap. 6, GR chap. 12, WWN ch. 2</b> <b>4350-Add 3 entries to your writer's notebook: list of special people and why, your experiences learning to read, list of things you wonder about.</b> <b>Study for Exam</b>
	Exam 1	Read GRW - Erica's Day & chap. 7 fill in a countdown paper based on this reading
2/3	Fieldwork Begins - orientation	
2/4	Fieldwork	
2/5	Fieldwork	Read GRW chap. 15

2/6	Fieldwork	Read GR chap.8 Read GRW chap 14
2/7	Fieldwork	Read WVN chapter 3
2/10	Fieldwork	Post field journal response #1- 4360 & 4350
2/11	Fieldwork	Read GRW chap. 20
2/12	Fieldwork	Read WVN 4 (4350) fill in a countdown paper based on this chapter
2/13	Fieldwork	
2/14	Fieldwork	Post journal response- #2-- 4360 & 4350
2/17	Fieldwork	
2/18	Fieldwork	Read WVN chapter 5
2/19	Fieldwork	Read
2/20	Fieldwork	Read WVN chapter 6
2/21	Fieldwork	
2/24	Fieldwork	Post journal response - #3- 4360 & 4350
2/25	Fieldwork	Read WVN chapter 7
2/26	Fieldwork	Read
2/27	Fieldwork	Read WVN chapter 8
2/28	Fieldwork	Read Calkins book
3/3	Fieldwork	Post journal response - #4- 4360 & 4350
3/ 4	Fieldwork	Read Calkins book
3/5	Fieldwork	Read Calkins book
3/6	Fieldwork	Prepare Calkins presentation
3/7	Fieldwork- last day	Post journal response - #5 - 4360 & 4350
3/10-14	Spring Break	
3/18	Vocabulary development in writing Revision techniques	4350-Bring narrative to next class Field portfolio
3/20	Peer conferencing- content	Read – WVN chapter 9
3/25	Reading/ writing connections (3) • Harris Burdick – reader response	4350-Bring narrative to next class
3/27	Video – Talking to Writers	4350 - Video response write 1½- 2 page typed paper about guided reading that synthesizes the
4/1	Peer conferencing- editing	
4/3	Review TEKS	Take the grade 4 writing test-questions from this test will be included on your final - 4360 & 4350
4/8	Discuss what you learned from Test	Take the grade 5 reading test-questions from this test will be included on your final - 4360 & 4350
4/10	Discuss what you learned from Test	
4/15	Unit of Study Presentation (2-3)	EDRE 4350
4/17	Unit of Study Presentation (2-3)	EDRE 4350
4/22	Unit of Study Presentation (2-3)	EDRE 4350
4/24	Phonics Lesson (4-5) EDRE 4360	During this time you will be completing your narrative and studying for exams
4/29	Phonics Lesson (4-5) EDRE 4360	
5/1	Phonics lesson/Present Craft lesson (2/2)	
5/6	Present Craft lesson (4) EDRE 4350	
5/8	Present Craft lesson (4) EDRE 4350	
	Final 4360- written exam	
	Final 4350 – present narratives	Turn in your final copy, the 6 Traits rubric you scored, and all the drafts showing revisions

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

**Need to complete the learning experiences column**

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	<b>1. Reading Instruction</b> : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	Exam 1
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC</a>	
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	Exam 1
I, II, III,	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	Exam 1 & portfolio
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	Exam 1 & portfolio
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	<b>7. Content TEKS</b>		Exam 2
I, II, IV	<b>8. State Assessment of Students &amp; STAAR: Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	Take the released test for 5 <sup>th</sup> grade & score
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Portfolio & phonics lesson
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Portfolio
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	Exam 1
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	Exam 1
		<b>B. G/T:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	Exam 2
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Exam 1 & 2
I, II, III, IV	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	Countdown paper
IV	<b>17. Certification Test Preparation</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> PDAS:: <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS,;the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

# Assignment Descriptions and Rubrics.

## GENERAL EVALUATION RUBRIC FOR ALL COLLEGE WRITING AND PAPERS

*The criteria presented here is a general description of how the various levels of sophistication in writing include the criteria of good writing. All written products should meet the highest standards here or will reduce the points accordingly.* Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

### **The Superior Paper (A/A-)**

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### The "Needs Help" Paper (C/C-)

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

[Source Adapted from a Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996. ]

**Field Work** – see “Essential of Field” document for assignments and rubrics

**Phonics Lesson Presentation** – you will sign up for a specific phonics topic and create a lesson to present to the class. In class you will be provided with resources for lessons. You will provide a *handout* for the class that includes: target age group, prerequisite knowledge needed, a list of materials needed, a description of how to proceed, and an appropriate evaluation. You will *teach* the class your lesson [NOT describe it to the class]. It may seem awkward to talk to your peers as if they were the children in your class, but that is what you will need to do.

### Phonics Lesson Grading Rubric

(also used for the spelling lesson and the phonemic awareness lesson)

Lesson & planning	Points possible	Points earned
Clarity of presentation <ul style="list-style-type: none"><li>▪ Evidence of planning</li><li>▪ Clarity of directions</li><li>▪ Presentation style</li></ul>	<b>30</b> (1-10) (1-10) (1-10)	
<b>Engagement of audience</b>	<b>30</b>	
<b>Materials ready</b>	<b>10</b>	
<b>Handout</b>	<b>30</b>	
<b>Total _____ /100</b>		

**Video Response:** After viewing a video in class, when assigned, you will compose a reflection of what was presented in the video and what you learned. The paper will be a minimum of one page and a maximum of 1½ pages. You will need to be concise and synthesize the information. The criteria for written work (above) will apply to this paper.

**Professional Conference Attendance:** As an educator you will need to keep your knowledge current and growing. You do that through attending professional conferences and professional reading. You may attend a local conference or 6 ASE meetings (including membership). ASE meets monthly and will provide me with EDRE 4360

a list of attendees. You may also select other conferences that you know but will need professor approval for it to count. *In the event you are unable to find a conference or attend the 6 ASE meetings, you may read two journal articles on topics pertaining to this course and write a 3 part paper that summarizes each article, tells how they relate to each other, and a personal reflection over the importance of this information. This is to be turned in to the professor prior to the exam week. The responsibility is yours to get this project done. It is not on the course schedule.*

**Portfolio** – See the *Essentials of Field* document for assignments. ***\*\*Note: failure to complete the required number of hours and assignments for field work will result in a failing grade for the course.***

Graduate students will not only fulfill the portfolio requirements but will also conduct and present a case study.(see *Essentials of Field* for requirements of case study)

## Portfolio Rubric

Portfolio Item	Points Possible	Points Earned
<b>Tab 1:</b>	<b>30</b>	
Philosophy of Teaching (Reading and Writing)	10	
Teacher interview:	10	
Classroom Sketch	10	
<b>Tab 2:</b>	<b>50</b>	
- <b>Observations:</b> the written observations notes (day by day) – to be used for the weekly journal entries	50	
<b>Tab 3 - Lessons:</b>	<b>65</b>	
• Read aloud	20	
○ Title of book and why chosen & how lesson went	10	
○ Reflection – what you learned	10	
• Interactive Read Aloud	33	
○ Title of book and why chosen & how lesson went	10	
○ Teaching points & why chosen	5	
○ Reflection – what you learned	10	
• Administering or observing administration of the at least one DRA	5	5
<b>Tab 4 – Writing Workshop and Guided Reading</b>	<b>110</b>	
<b>Workshop Day:</b>	<b>40</b>	
• Plans	20	
• evaluation	5	
• Writing conferences & mini-lesson	5	
• <b>Reflections –</b>		
○ Personal reflection – what you learned & how lesson went	10	
○ Lessons from share time & how you select students	5	
○ What worked/ what didn't	5	
• Artifacts from lesson	5	
<b>Guided Reading Day or Book Club Discussion Day</b>	<b>65</b>	
• Plans	10	
• Evaluations	5	
• Teaching points for group & rationale	5	
• <b>Reflections -</b>		
○ Personal reflection – what you learned & how lesson went	10	
○ Book selected & rationale, level # in group, description of location for reading group	5	
○ Teaching points	10	
○ What worked/ what didn't	5	
○ Word Work (primary) and/or Strategy instruction (all levels)	10	
○ Artifacts from lesson – story extension activity	5	
<b>Tab 4 - Attendance Log Of 60 hrs. minimum</b>	<b>20</b>	20
<b>Tab 5 - Reflections about overall learning from field</b>	<b>10</b>	10
<b>Tab 6 – Running records (5)</b>	<b>10</b>	10
<b>Tab 7: Overall</b>	<b>10</b>	
• Overall evaluation	5	
• Made copies for permanent folder	5	
<b>Total</b>	<b>300</b>	

**Countdown Papers** – Using the following form, Respond to the assigned reading by sharing the main idea, 4 passages that stood out to you and why (note page number), 3 vocabulary terms that were meaningful and the definition of those terms based on your reading, 2 personal connections that come from your reading, and, lastly, a question that you have from the reading or one that you would like to pose to the group.

### Countdown Paper Instructions

Each time you have a countdown paper assignment to a reading, you should complete this paper and bring it to class. This will help you gain a deeper understanding of your reading and with participating in class discussions. There will be times when I collect these for a grade and others when I do not.

**5 sentences on the big picture:** In no more than 5 sentences you should be able to answer the following:

- What do you think the author wants you to remember from this selection?
- What stood out to you?
- What issues/ideas do you agree/disagree with as revealed in the text? **1-20 points**

**4 key passages:** As you read, you should underline or highlight key passages that you think are most important.

- Select 4 of the passages that you think are critical to understanding the reading
- Write the direct quotation (give the page number as well) and tell why these passages stood out to you. What made them important to you? **1-12 points**

**3 key terms:** Select three key terms from the reading that you think are central to understanding the author's point.

- You should highlight the definition and then write it down in your own words (the definition may be directly stated or may be described in several sentences). Note the page number for discussion **1-9 points**

**2 connections:** Think of two connections that you made to the reading and write three to five sentences about each.

- Did the reading remind you of something else you have read in this class or another class?
- Have you had a personal experience that relates to something the author addresses? **1-6 points**

**1 question:** Write one question about the reading that you would like to discuss in class or with the professor. **1-3 points**

