

Sul Ross State University

Department of Education

ED 4315 Spring 2015

Assessment and Remediation Techniques for Reading Problems

Monday/Wednesday 2:00-3:15 p.m.

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Office Hours: M/W 9:00 a.m. -12:00 noon

T/TR 10:00a.m.-12:00 noon

Course Description:

This course is designed to teach assessment, diagnostic, and remediation techniques to use in the classroom to determine how to best assist students with reading and identify reading problems.

Required Textbooks:

Shanker, J. & Ekwall, E. (2014). *Ekwall/shanker reading inventory*. (6th ed.). Upper Saddle River: Pearson.

ISBN: 10:0132849968

AND

Birdseye, T. (1996). *Just call me stupid*. New York: Penguin Putnam.

Material/Supplies: *stop watch (phone will work)

*audio/video recorder (phone will work; it will be up to you to find the reliable app)

* binder

You will need to create an organized binder for this course. I will not micro-manage the organization of this binder. However, it must be supplied with ALL the materials/articles/assignments/notes created/utilized in this course.

You must be organized as it will serve as a resource for your final, but more importantly it will be a useful resource in your professional life.

Program Learning Outcomes (PLOs):

The graduating student will be able to:

- Write a lesson plan that is developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Student Learning Outcomes (SLOs):

The students will be able to:

- Use accepted/research based scientific methods of assessing student reading ability.
- Prepare a report for school personnel that details the students' strengths and weaknesses in reading.
- Measure comprehension and fluency of literacy students.
- Explain in detail the importance of oral language development, phonological and phonemic awareness, and the alphabetic principal.

Course Objectives: Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the *Course Standards* listed below.

TExES Competencies Addressed: Generalist EC-6

Domain I—English Language Arts and Reading (Approximately 32% of test)

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD I:

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD II:

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD III:

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand the printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD IV:

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD V:

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VI:

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD VII:

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

ENGLISH LANGUAGE ARTS AND READING EC-6 STANDARD X:

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Course Format: A variety of approaches will be included in this course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 228</u>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
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Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

TO DO LIST:

1. Email and make contact with Alpine Elementary Teachers.
Google: Alpine ISD
Find the Alpine Elementary faculty contact and or webpages.
You will need to find “student volunteers” to conduct assessments.
FYI: Some assessments require you to use student ages 4-7
FYI: Some assessments require you to use students in 3rd or 4th grade
FYI: Some assessments require you to use the SAME volunteer
FYI: Read your syllabus thoroughly to know what to do...
2. Once you have made contact and your teacher volunteer(s) have provided a student volunteer from their classroom, **YOU MUST GET PARENT PERMISSION.**
You can access this form through Blackboard under “Course Forms” or through the hypertext link on the syllabus (WEEK 1).
3. **BEFORE** you can **ENTER** the school campus you must complete a Background Check Form. The form can be found under “Course Forms”.
Once your background check is cleared, and you have made contact with teacher volunteers, **IT IS YOUR RESPONSIBILITY TO SCHEDULE ALL STUDENT ASSESSMENT TIMES WITH THE TEACHER(S).** It may even be necessary to conduct after school assessments if you are having schedule conflicts.
4. Manage your time wisely as your first assessment is scheduled to be completed during WEEK 5.

ASSINGMENT DESCRIPTIONS

Research Inquiry Log Entries for Reading (On Blackboard AND Two hard copies for class)

Due: Review “Course Content and Assignments” section of the syllabus for due dates and time.

Teachers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you’ve asked, the materials you’ve read, and the sources you’ve used. Complete the research log as described in the syllabus below. You should bring two hard copies of this log to class in order to participate in discussion groups. A copy should be emailed to the instructor **THE NIGHT BEFORE CLASS only** if you are a Midland College student. A hard copy should be placed next to the sign-up sheet if you are physically in classroom MAB 308. Points will be deducted if the log is not brought to class **AND/OR** not emailed to the instructor by the deadline. Remember, besides reading the assigned articles, you must also read **AND BRING THEM TO CLASS.**

Peer Response Log (Only on Blackboard)

Due: Review “Course Content and Assignments” section of the syllabus for due dates and time.

Aside from researching and reading an article based on pertinent topics for this class, you will also respond to a Peer’s Research Inquiry Log found in the Blackboard Forum. Each forum can be accessed through the topic title under the *Blackboard discussion link*. For example: the first research topic is the “Alphabetic Principle”. You will access this forum to both post your Research Inquiry Log and post a Peer Response on this topic found under the “Alphabetic Principle” link on the discussion board/forum. **GUIDELINES:** Peer assessment is a tool designed to facilitate the objective, analytical, and learning comprehension skills of students. Reviewing the work of fellow students through criteria-based reference evaluation allows constructive feedback. The constructive feedback that students give to and receive from their peers can enhance their comprehension of the subject material and provide valuable insights into their own efforts.

What you must do to receive full credit on the Peer Response Log:

1. Read your peer’s Research Inquiry Log.
2. Find a Text Connection from your article that addresses either/or one of your peers:
Ideas, Questions, Answers, Thoughts, etc. Provide your evidence as a quote in your response using

your own article on the topic. (250-400 words)

3. Provide your own article based on the topic at the end of your response using APA format.

View syllabus below for exact due dates and times.

Essay (Submit through Blackboard under week 3)

Due: February 6 by midnight

First essay assignment must be 500 words minimum. Read the “**Written Assignments**” section of this syllabus to submit an essay based on my expectations of structure, organization, and format of the essay. Your essay will be based on the novel titled, *Just Call Me Stupid* by Tom Birdseye. The main character Patrick Lowe is a fifth grade student who cannot read. At this stage in life the inability to read becomes an emotional burden. In your profession as a teacher, you will also have the opportunity to work with students like Patrick. In the teaching profession, your job is to service the human mind. As you begin composing your essay I want you to discuss and think about the following questions. What message does this story send to a future educator? What would you do to help Patrick learn to read? How would you respond to Patrick’s needs? Be specific. Quote the book.

FYI: For your final, you will be adding specific strategies and commenting on specific ways to assess and respond to Patrick’s needs. All of your game plan and strategies for Patrick will need to be supported through research. Throughout this course, you will be required to conduct research on the following topics: Alphabetic Principle, Phonological and Phonemic awareness, purpose of Reading Assessment, Letter Knowledge, Structural Analysis (decoding words), Sight Words-recognition/acquisition/intervention, Reading Fluency, Reading Levels (matching books to reader ability), RTI, and Dyslexia. Read the book thoroughly from a teacher’s perspective in order to gain insight on how to help Patrick. As you begin your research on the topics listed, make notes-annotate sections of the book that give you ideas on how you can help this struggling reader.

Reading Assessments

Due: Review “Course Content and Assignments” section of the syllabus for due dates and time.

Each assessment you conduct will be different. In class we will read through the ESRI resource and practice conducting the assessments in class BEFORE you conduct the actual assessments with a student volunteer. It is important that you attend class for the Reading Assessment practice. It is your responsibility to schedule reading assessments with the teachers.

Midterm

Due: March 11th

Additional information will be provided in class.

Diagnostic Reading Report(s)

Due: May 6th

Read ESRI page 89-104 to help you with the format and preparation for the Diagnostic Reading Reports.

You will submit a report for each volunteer. I suggest one volunteer for the “Phonemic Awareness” and “Letter Knowledge” reading assessment. I suggest one volunteer to conduct the remainder of the reading assessments.

Final Exam

Due: May 13th

Additional information will be provided in class.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication to be successful.

NOTE: Complete assigned readings and homework prior to class and bring them with you.

Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for reading assessments, reports and exams. If an emergency arises, please contact me to make arrangements.

WEEK 1

Wed./ Jan. 21 Introduction to the course/syllabus.
Read *Just Call Me Stupid* for Monday, February 2
Start to find “volunteers” for reading assessment.
I would prefer that you use elementary students. They must be somewhat literate; I prefer above emergent literacy stage. In other words, emergent literacy participants will not work except for the emergent literacy assessments. Read through the literature and conduct your own research to accurately define “emergent literacy”.
Download and print this form to acquire parent permission: [Permission Slip to Audio/Video Tape](#)

WEEK 2

Mon./ Jan. 26 The [alphabetic principle](#) will be discussed.
Task for the next class day---Jan. 28th
Step 1: Use the library database to find a Peer Reviewed article about the “alphabetic principle”.
Step 2: Read the article and submit a [Research Inquiry Log](#) about the article on the “Blackboard Discussion Board” titled “Alphabetic Principle”.
Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words.
Go beyond casual/conversational lingo. I want academic discussion/questions/thoughts/ideas/connections/responses/ etc...No BS...

Due dates: Research Inquiry Log #1: Due **on Blackboard Discussion** by January 28th (NOON)
Peer Response #1 is due **on Blackboard Discussion** by January 28th (MIDNIGHT)

Wed./ Jan. 28 FYI: Bring your “Alphabetic Principle” article to class today!
The alphabetic principle will be discussed.
Bring two hard copies of your **completed** Research Inquiry Log based on the “Alphabetic Principle”.

WEEK 3

Mon./ Feb. 2 Discuss *Just Call Me Stupid*. First essay assignment; it must be 500 words minimum. Read the “**Written Assignments**” section of this syllabus to submit an essay based on my expectations of structure, organization, and format of the essay.
Just Call Me Stupid: Patrick Lowe is a fifth grade student who cannot read. In your profession as a teacher, you will also have the opportunity to work with students like Patrick. What message does this story send to a future educator? What would you do to help Patrick learn to read? How would you respond to Patrick’s needs? Be specific. Quote the book.

FYI: For your final, you will be adding specific strategies to this essay based on researched articles to enable you to help students like Patrick succeed.

Wed./ Feb. 4 12th Class Day

Discuss phonological and phonemic awareness.

Be prepared for today by completing the assignment below **PRIOR** to this class meeting.

Step 1: Use the library database to find a Peer Reviewed article about “phonological and phonemic awareness”.

Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Phonological and Phonemic Awareness”.

Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic discussion/questions/thoughts/ideas/connections/responses/ etc...No BS...

FYI: **Bring your “phonological and phonemic awareness” article to class today!**

Phonological and phonemic awareness will be discussed today.

Bring two hard copies of your **completed** Research Inquiry Log based on “Phonological and Phonemic Awareness”.

Due dates: Research Inquiry Log #2: Due **on Blackboard Discussion** by Feb. 4th **(NOON)**

Peer Response #2 is due **on Blackboard Discussion** by February 4th **(MIDNIGHT)**

WEEK 4

Mon./ Feb. 9

Discuss assessment. Why is it important? What can it do for us? What can it do for our students?

Be prepared for today by completing the assignment below **PRIOR** to this class meeting.

Step 1: Use the library database to find a Peer Reviewed article about “reading assessment”.

Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Assessment”.

Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic discussion/questions/thoughts/ideas/connections/responses/ etc...

FYI: **Bring your “Assessment” article to class today!**

Assessment will be discussed today.

Bring two hard copies of your **completed** Research Inquiry Log based on “assessment”.

Due dates: Research Inquiry Log #3: Due **on Blackboard Discussion** by Feb. 9th **(NOON)**

Peer Response #3 is due **on Blackboard Discussion** by February 9th **(MIDNIGHT)**

Wed./ Feb. 11

Bring your Ekwall/Shanker to class! Today we will start talking about the kits and how to make them. You should already have made contact with your “volunteers” and established/scheduled that you are now ready for them next week. Parent permission slips must be signed by this week. The parent permission form is available under the “Class Forms” link on Blackboard.

WEEK 5	From this point on, save all assessment results for end of course report.
Mon./ Feb. 16	<p>Bring phonological testing materials with you. Have it ready to assess. Purpose: This test is designed to assess students’ abilities in the test areas listed below so that teachers may use this information to guide instruction. FYI: <i>The Phonemic Awareness Tests should be given only to students who are non-readers or who can read only a few words.</i> Make copies of Test (1a & 1b). Bring to class in order to practice the assessments on a peer. ESRI: Test 1a (PHONEMIC AWARENESS) begins on Page 123 and includes: Test 1a1. Rhyme Production (p 129) Test 1a2. Rhyme Recognition (p 130) (An alternative test if the student cannot complete Test 1a1.) Test 1a3. Initial Sound Recognition (p131) Test 1a4. Phoneme Blending (p 132) Test 1a5. Phoneme Segmentation (p133)</p> <p>FYI: Test 1a only includes a scoring sheet as the assessment is phonemic awareness you will not have a student sheet; you only scoring sheets for this assessment. Please read through the ESRI and get familiar with the format of the book.</p> <p>Homework: Assess your volunteer for Phonemic Awareness</p>
Wed./ Feb. 18	<p>Share results of assessments. Discuss findings. Questions will be asked/answered.</p> <p>Practice assessment with a peer.</p>
WEEK 6	
Mon./ Feb. 23	<p>Bring “Letter Knowledge ” forms/copies to class today. We will discuss and practice. Homework: Assess your volunteer for letter knowledge. Purpose: To determine whether the student can associate the letter symbols with the letter names, with both an auditory and a visual stimulus. FYI: <i>The Letter Knowledge Tests are usually given only to young children (ages 4-7). Choose an appropriate volunteer for this Test.</i> ESRI: Test 1c: Letter Knowledge- Upper and Lowercase (Auditory Stimulus) p 135-136 Test 1c2: Letter Knowledge- Upper and Lowercase (Visual Stimulus) p. 137-138</p>
Wed./ Feb. 25	<p>Share results of assessments. Discuss findings. Practice assessments. Questions/Comments Be prepared for today by completing the assignment below PRIOR to this class meeting.</p> <p>Step 1: Use the library database to find a Peer Reviewed article about “Letter Knowledge”.</p> <p>Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Letter Knowledge”.</p> <p>Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic Discussion /questions/thoughts/ideas/connections/responses/ etc...</p> <p>FYI: Bring your “Letter Knowledge” article to class today! Letter Knowledge will be discussed today. Bring two hard copies of your completed Research Inquiry Log based on “Letter Knowledge”.</p> <p>Due dates: Research Inquiry Log #4: Due on Blackboard Discussion by Feb. 25th (NOON) Peer Response #4 is due on Blackboard Discussion by February 25th (MIDNIGHT)</p>

WEEK 7	
Mon./ March 2	<p>Bring your materials for Structural Analysis Assessment. We will discuss and practice. Homework: assess your volunteer(s) for Structural Analysis. Purpose: To determine whether the student can use structural analysis skills to aid in decoding unknown words. FYI: <i>Students, ideally they should be in grades 3rd or 4th.</i> ESRI: Test 5: p. 30-32 (for information on this assessment) Assessment Forms: p. 165-173</p>
Wed./ March 4	<p>Share results of assessments. Discuss findings. Practice assessments. Questions/Comments</p> <p>Be prepared for today by completing the assignment below PRIOR to this class meeting.</p> <p>Step 1: Use the library database to find a Peer Reviewed article about “Structural Analysis” (decoding). Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Structural Analysis”. Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic Discussion /questions /thoughts /ideas /connections /responses/ etc...</p> <p>FYI: Bring your “Structural Analysis” article to class today! Structural Analysis will be discussed today. Bring two hard copies of your completed Research Inquiry Log based on “Structural Analysis”.</p> <p>Due dates: Research Inquiry Log #5: Due on Blackboard Discussion by March 4th (NOON) Peer Response #5 is due on Blackboard Discussion by March 4th (MIDNIGHT)</p>
WEEK 8 Midterm Week	
Mon./ March 9	<p>Bring your materials for the Graded Word List Assessment. We will discuss and practice. Homework: assess your volunteer for the Graded Word List Assessment Purpose: To obtain a quick estimate of the student’s reading levels. To determine a starting level for the Reading Passages Test. To determine the student’s sight vocabulary level. FYI: <i>Students ideally should be the same volunteer for the Structural Analysis Assessment.</i> ESRI: Test 10: p. 34-37 for info on this assessment p. 198-190 Assessment Forms</p>
Wed./ March 11	<p>Midterm Exam</p> <p>Be prepared for today by completing the assignment below PRIOR to this class meeting.</p> <p>Step 1: Use the library database to find a Peer Reviewed article about “Sight Words” and reading. Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Sight Words”. Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic Discussion /questions /thoughts /ideas /connections /responses/ etc...</p> <p>FYI: Bring your “Sight Words” article to class today! Sight Words will be discussed/assessed today. Bring two hard copies of your completed Research Inquiry Log based on “Sight Words”.</p> <p>Due dates: Research Inquiry Log #6: Due on Blackboard Discussion by March 11th (NOON) Peer Response #6 is due on Blackboard Discussion by March 11th (MIDNIGHT)</p>

March 16-20 SPRING BREAK---NO CLASSES---

WEEK 9

Mon./ March 23 Bring your materials for the Oral Reading Passages. We will discuss and practice.
Homework: assess your volunteer for the correct Reading Passage 11a and 11b based on the results from the Graded Word List Assessment. Make sure to make the correct leveled copies.
Purpose: To obtain an accurate assessment of the student's independent, instructional, and frustration reading levels in oral reading.
FYI: *Students ideally should be the same volunteer for the Structural Analysis and Graded Word...*
ESRI: Test 11a: Refer to page 37 (for detailed information on this assessment)

Wed./ March 25 Share results of assessments. Discuss findings. Practice assessments. Questions/Comments

Be prepared for today by completing the assignment below **PRIOR** to this class meeting.

Step 1: Use the library database to find a Peer Reviewed article about "Reading Fluency".

Step 2: Read the article and submit a Research Inquiry Log about the article on the "Blackboard Discussion Board" titled "Reading Fluency".

Step 3: Respond to a peer's Log/discussion with a minimum of 250-400 words.

Go beyond casual/conversational lingo. I want academic
Discussion /questions /thoughts /ideas /connections /responses/ etc...

FYI: **Bring your "Reading Fluency" article to class today!**

Structural Analysis will be discussed today.

Bring two hard copies of your **completed** Research Inquiry Log based on "Reading Fluency".

Due dates: Research Inquiry Log #7: Due **on Blackboard Discussion** by March 25th (**NOON**)
Peer Response #7 is due **on Blackboard Discussion** by March 25th (**MIDNIGHT**)

WEEK 10

Mon./ March 30 Bring your materials for the Silent Reading Passages. We will discuss and practice.
Homework: assess your volunteer for their silent reading proficiency.
Purpose: To obtain an accurate assessment of the student's independent, instructional, and frustration reading levels in silent reading.
FYI: *Students ideally should be the same volunteer for the Oral Reading Passages.*
ESRI: Test 11b: Refer to page 37 for detailed info on this assessment

Wed./ April 1 Share results of assessments. Discuss findings. Practice assessments. Questions/Comments

Be prepared for today by completing the assignment below **PRIOR** to this class meeting.

Step 1: Use the library database to find a Peer Reviewed article about "Reading Levels" (independent, instructional, frustrational —matching books to readers).

Step 2: Read the article and submit a Research Inquiry Log about the article on the "Blackboard Discussion Board" titled "Reading Levels".

Step 3: Respond to a peer's Log/discussion with a minimum of 250-400 words.

Go beyond casual/conversational lingo. I want academic
Discussion /questions /thoughts /ideas /connections /responses/ etc...

FYI: **Bring your "Reading Levels" article to class today!**

Reading Levels will be discussed today.

Bring two hard copies of your **completed** Research Inquiry Log based on "Reading Levels".

Due dates: Research Inquiry Log #8: Due **on Blackboard Discussion** by April 1st (**NOON**)
Peer Response #8 is due **on Blackboard Discussion** by April 1st (**MIDNIGHT**)

WEEK 11	FYI: April 10 is the last day to drop courses with a “W”
Mon./ April 6	<p>RTI (Response to Intervention)</p> <p>Be prepared for today by completing the assignment below PRIOR to this class meeting.</p> <p>Step 1: Use the library database to find a Peer Reviewed article about “Response to Intervention” (RTI).</p> <p>Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “RTI”.</p> <p>Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic Discussion /questions /thoughts /ideas /connections /responses/ etc...</p> <p>FYI: Bring your “RTI” article to class today! RTI will be discussed today. Bring two hard copies of your completed Research Inquiry Log based on “RTI”.</p> <p>Due dates: Research Inquiry Log #9: Due on Blackboard Discussion by April 6th (NOON) Peer Response #9 is due on Blackboard Discussion by April 6th (MIDNIGHT)</p>
Wed./ April 8	With a partner discuss and compose and RTI plan for Patrick Lowe.
WEEK 12	
Mon./ April 13	Present your RTI plan for Patrick Lowe to the class.
Wed./ April 15	<p>Present your RTI framework for Patrick Lowe to the class.</p> <p>Be prepared for today by completing the assignment below PRIOR to this class meeting.</p> <p>Step 1: Use the library database to find a Peer Reviewed article about “Dyslexia”</p> <p>Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Dyslexia”.</p> <p>Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words. Go beyond casual/conversational lingo. I want academic Discussion /questions /thoughts /ideas /connections /responses/ etc...</p> <p>FYI: Bring your “Dyslexia” article to class today! Dyslexia will be discussed today. Bring two hard copies of your completed Research Inquiry Log based on “Dyslexia”.</p> <p>Due dates: Research Inquiry Log #10: Due on Blackboard Discussion by April 15th (NOON) Peer Response #10 is due on Blackboard Discussion by April 15th (MIDNIGHT)</p> <p>Dyslexia: What it is, what it is not, and what to do. https://www.youtube.com/watch?v=zafiGBrFkRM https://www.youtube.com/watch?v=cBIK0XVPbXo (Documentary)</p>

ASSIGNMENT SCHEDULE

Attendance/Participation:

Inquiry Logs (10 total) and Peer Responses (10 total)	100 points	Due: View Course Syllabus
Essay (<i>Just Call Me Stupid</i>)	50 points	Due: Feb. 6 by midnight
Reading Assessments (6 Totals)	100 points each	Due: View Course Syllabus
Mid-term	50 points	Due: March 11, 2015
Diagnostic Reading Report(s)	100 points	Due: May 6, 2015
Final Exam	<u>100 points</u>	Due: May 13, 2015
Total 1000 points		

Standard grading scale:

- A = 900 - 1000 POINTS- Highest Level/ Exceeds expectation
- B = 800 -- 899 POINTS- High Level/ Proficient
- C = 700 -- 799 POINTS- Average Level/ Acceptable
- D = 600 -- 699 POINTS- Inadequate Level/ Emerging
- F = less than 600- Unacceptable

Class Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often contribute constructive comments and questions that expand and enrich class discussion. Projects must be of highest scholarly level.
- “B” Demonstrates a **high level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor” expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

Submission of assignments:

Use the following pattern for saving and labeling assignments -- send assignments as attachments. Submit assignments as a Word document.

Your first initial, full last name, course number, and assignment title:

Example: drodriguezED4315-Essay

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are **NOT** acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted.
Times New Roman/ 12 pt. font/ 1 inch margins/ double spaced/APA format, unless otherwise noted.
ALWAYS submit your assignments using the assignment guidelines.

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

****The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.***

Academic Integrity: All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- *Materials purchased or copied from a pre-made kit,
- *A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- *Another individual's work (to include but not be limited to a current or former student, current or former Classroom teacher
- *Your own work completed for another class
- *Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format.

Attendance Requirements: Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 4315 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has a total of nine absences.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

SRSU DISABILITIES SERVICES

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-171, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8203.

ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.