

# Sul Ross State University

## Department of Education

### ED 5308 Foundations of Reading

Fall 2015

#### Contact Information

Instructor: R. Pat Seawell, PhD

Office: MAB 306

Office Phone: 432-837-8643

Email: [rseawell@sulross.edu](mailto:rseawell@sulross.edu)

Office Hours: Tue & Thu 10:00 a.m. – 11:30 a.m.; 1:00 – 4:30 p.m.  
& by appointment

Tech TA: Sandy Bogus, MS

Office: ACR Area 207

Office Phone: 432-837-8523

Email: [sbogus@sulross.edu](mailto:sbogus@sulross.edu)

Office Hours: M – F 8:30 a.m. – 5:30 p.m.

#### Course Description

This advanced level course is a requirement for the Master of Education Reading Specialist Degree and the Certification in Reading credential. It examines the theories, objectives, methods, instructional materials, and technologies used for teaching narrative and expository reading. It is designed to provide students with a foundation of knowledge about teaching reading as an interactive process focusing on extracting meaning from print. A wide range of instructional strategies for teaching developmental reading are explored.

#### Required Textbooks and Software

Bean, R. M. (2015). *The reading specialist Leadership and coaching for the Classroom, School, and community* (3rd ed.). New York: Guilford. ISBN 978-1-4625-2153-1

**(The Bean textbook will be used in this and in other reading courses.)**

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., McKeon, C. (2015). *Reading and learning to read* (9<sup>th</sup> ed.). Boston: Pearson. ISBN 0-13-383149-3

There is information in this syllabus that will help you complete the course successfully. Please consider the syllabus required reading.

### **Recommended Further Reading**

Miller, D. (2009). *The book whisperer Awakening the inner reader in every child*. San Francisco: Jossey-Bass.

Tovani, C.(2011). *So what do they really know? Assessment that informs teaching and learning*. Portland, ME: Stenhouse Publishers. ISBN 978-1-57110-730-5

### **Certify Teacher Software**

The following information is for Texas Reading Specialists Candidates and Students Seeking Reading Specialist Certification in Texas

If you haven't done so already, when you are within 10 months of completing your degree, purchase the Certify Teacher software and begin using it to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for \$55.

Access the Certify Teacher site with your SRSU email address. When prompted about the six-hour requirement, click ACCEPT.

**DO NOT USE THE PRACTICE TEST MODE AT THIS TIME!** Use only Study Mode and Flash Cards. During the ED 7312 Practicum in Reading course you will be required to take the Practice Test that is included in the software and have the test results sent to our Certification Coordinator. You may attempt the test twice. If you take the Practice Test more than two times, the scores will be invalid and you will be required to pass a paper/pen representative practice test on campus in order to receive credit for the course and receive a recommendation to take the Reading Specialist TExES 151 exam. SRSU requires a score of 260 before you can be recommended to take the TExES .

Purchase this software and begin working in Study Mode and Flashcards on a regular schedule. You will pay for the software only once and you may use it for as long as you need it, but you will be required to reactivate it periodically. **REMEMBER** work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

### **Other Professional Materials**

Become familiar with Internet search engines and library electronic databases used to locate and examine information and resources related to reading and learning to read. When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian,432-837-8312 agomez6@sulross.edu.

## Course Format

This is an online course. Online learning is a very different kind of experience from the traditional face-to-face course. Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.

Four points are critical to your success in this online course:

- ❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Read the syllabus and calendar to know what to do each week. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.
- ❖ Your commitment to a consistent and continual effort is point two. Work daily. Don't wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing assignments. Log on to your SRSU email account and Blackboard at least twice a week to check for messages, announcements, or other developments.
- ❖ Your ability to devote a minimum of 6 - 8 hours per week to your course work is point three. If you don't have that kind of time right now, drop the course and take it later. Assignments posted late will be penalized. Some assignments will not be accepted after the due date.
- ❖ Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We're all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but ignite your sense of humor, just in case. Contradictions, ambiguities, and change are natural states of affairs. Expand your comfort zone. Between stimulus and response lies a space. In that space we have the power to choose our response. In our response lies our growth and our freedom. Grow and be free!

## Course Calendar

Please see the Course Calendar for due dates. Late assignments will lose 15% from the assignment grade. Peer Responses will not be accepted at all after the due dates. Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar – Assignment Schedule. Email attachments will not be accepted.

## Submitting Assignments

To submit assignments, click on Assignments in the main menu. Scroll down to the Week Folder. The assignments are listed on the outside of the Week Folder of the week in which they are due. Open the appropriate Week Folder and submit your assignment therein as directed.

## Course Activities

- Student Info Form
- Introduction to Classmates

- Definition Poem
- Project Proposal
- Connections/Goals
- Textbook Readings
- Reflections on Readings
- Peer Responses to Reflections
- Reflections & Responses Audit
- Grant Proposal
- Power Point Slides
- Power Point Script
- Portfolio
- Mid-semester Exam
- Final Exam

### Reading Specialist Standards

This course addresses the four standards and fourteen competencies to be mastered by Texas Reading Specialists.

### Texas Administrative Code

**TITLE 19**      EDUCATION  
**PART 7**        STATE BOARD FOR EDUCATOR CERTIFICATION  
**CHAPTER 239**    STUDENT SERVICES CERTIFICATES  
**SUBCHAPTER D**    READING SPECIALIST CERTIFICATE

### Standard I Components of Reading

The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the level of early childhood through grade 12.

Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.

Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.

Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.

004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.

005 (Fluency) The reading specialist understands and applies knowledge of reading fluency (i.e., rate, accuracy and prosody) and demonstrates knowledge of the relationship between reading fluency and reading comprehension.

006 (Comprehension) the reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

### **Standard II Assessment and Instruction**

The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning need of all students at the levels of early childhood through grade 12.

### **Standard III Strengths and Needs of Individual Students**

The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.

### **Standard IV Professional Knowledge and Leadership**

The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating and participating in professional development.

### **Reading Specialists Candidates and Students Seeking Reading Specialist Certification**

Please print a complete copy of the Reading Specialist (151) Domains and Competencies to maintain with your resource materials. A PDF of this document can be found by googling TExES Reading Specialist (151) Test Preparation Manual ETS. All of the Domains and Competencies will be introduced in this foundations course. Subsequent reading courses will focus more intensely on competencies pertinent to those particular courses.

### **Program Learning Outcomes**

The graduating student will demonstrate that she/he can

- apply knowledge of the theoretical foundations of literacy
- apply developmentally appropriate oral and written language curriculum and instruction at the levels of early childhood through grade 12

### **Student Learning Outcomes**

Through the activities of this course, students will be able to:

- use a variety of instructional methods to teach and reinforce the development of phonological and phonemic awareness
- use a variety of instructional methods to teach and reinforce students' understanding and application of the alphabetic principle
- use a variety of instructional methods to teach and reinforce word identification skills
- use a variety of instructional methods to teach and reinforce students' reading fluency
- promote students' ability to apply strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies
- use a variety of instructional methods to teach and reinforce vocabulary development
- provide instruction in various stages of writing, including prewriting, drafting, editing, and revising
- provide opportunities for students to write in a variety of forms and modes for various purposes, audiences, and settings
- communicate the theoretical rationale for instructional decisions and practices
- apply knowledge of convergent research for improved literacy instruction for all students

### **Connections, Expectations, Goals, and Objectives**

The purpose of this assignment is to give you an opportunity to activate your prior knowledge and

apply it to your upcoming experience. Within the first two weeks of the official start date of the semester, write a statement in which you recall and analyze previous experiences and understandings that relate to this course, then describe your expectations of how this course will further your previous experiences and understandings. Finally, develop one or more goals with accompanying objectives toward which to work.

A **goal** is a broad, clear statement of an outcome you plan to achieve during the semester. An **objective** is a specific, clear and measurable statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goal(s) automatically will have been attained.

- The goal(s) should relate to the Reading Specialist Standards specific to this course.
- After formulating the goal(s), develop objectives for each goal. These objectives should be specific, clear, and measurable.

Structure your study sessions so that the goals are monitored periodically to check for progress toward mastery. By the end of the semester you should have sufficiently mastered all of your goals. (See Rubric Connections.)

### **Semester Project Proposal**

The purpose of this assignment is to give you the opportunity to begin planning your Semester Project -- Power Point Presentation early. (Read Semester Project -- Power Point Presentation below for more details.) By outlining your presentation at the beginning of the semester, you can support your specific areas of interest and focus your readings throughout the semester. Use the education database, ERIC, to find **at least one** of the reading strategies you will present to your audience. (For example, if emergent literacy is one of your broad categories, use ERIC to find a reading strategy that has been used successfully in supporting emergent readers.) You may include additional sources for your research, but use this assignment to become familiar with ERIC.

The journals listed below specifically address reading issues:

Journal of Adolescent & Adult Literacy  
Reading Horizons  
Reading Improvements  
Reading Teacher

You may also find information in professional journals related to your teaching levels or subject areas (Early Childhood Research Quarterly, Elementary School Journal, Middle School Journal, High School Journal, Bilingual Research Journal, Language Arts, English Journal, American Biology Teacher, Journal for the Research on Math Education, Science Teacher, etc.).

One way to access these journals: Sul Ross Home Page>enter "library" " in the search window> Bryan Wildenthal Memorial Library >library>under Research Resources ... Find Articles in Research Databases>ERIC>Sign in>Submit Query>In the Searching ERIC window enter your broad category ... then on the same page in the "Journal name" window enter the title of one of the four reading journals>SEARCH

When you have questions about the use of the library, please contact Amanda Gomez, Education Coordinator Librarian, 432-837-8312 agomez6@sulross.edu

Your Project Proposal should include the following:

- 1) the campus level you will address
- 2) the three broad categories you will discuss
- 3) the one strategy you will emphasize in each category
- 4) the author(s) of one or more articles that provide information and/or support for the strategy you will present (use the ERIC database to find at least one of your articles)
- 5) a reference page. Use APA style for your reference page. For the Project Proposal include no fewer than three references in addition to Vacca and Vacca if that is to be one of your resources. You may add to your reference list as you continue preparing your presentation.

Your Project Proposal can be submitted in the brief outline form shown below:

State grade level for your presentation:

- 1) Category One:
- 2) Strategy for category one:
- 3) Author(s) supporting this strategy:

- 1) Category Two:
- 2) Strategy for category two:
- 3) Author(s) supporting this strategy:

- 1) Category Three:
- 2) Strategy for category three:
- 3) Author(s) supporting this strategy:

Reference Page (Give complete references, use APA style)

Before you begin your Project Proposal, check the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics.)

(Consider this proposal tentative. If you want to change categories later as you get further into the course, please notify me of the changes you want to make.)

Submit your Project Proposal through the appropriate Week Folder in Assignments.

**Semester Project -- Power Point Presentation Slides & Script**



The purpose of this assignment is to give you an opportunity to prepare for your professional role as a Texas Reading Specialist. You will be expected to collaborate and communicate with the other professionals in your school district. You will be expected to design, implement, evaluate, and participate in professional development (PD) and/or professional learning (PL) events. For this assignment you will prepare a presentation that you can offer to your principal as an in-service selection.

Here is the scenario: You are beginning your first year in a school that is new to you. Your principal knows that you have recently taken a graduate reading course as part of the requirements for your Master's degree. She asks you to make a presentation for her faculty on the last day of the in-service week prior to the beginning of the school year. She explains that improving reading test scores is the most challenging goal she and her faculty have set for the year. The only guidance she gives you for your presentation is "tell us how to achieve our goal" and "you'll have about 20 minutes."

You wonder if your principal believes you are a magician with supernatural powers. In twenty minutes she wants you to give the faculty a silver bullet for improving reading test scores. You are also keenly aware that the teachers in your audience will probably be stressed because they have not completed organizing their classrooms, nor have they finished checking out textbooks and supplies from the storage annex or completed their technology paperwork.

You decide the most helpful thing you can do for the students and the teachers in your new school is to choose three broad reading categories and present one specific strategy for addressing each of the categories. You decide that creating a PowerPoint presentation is the most expedient way of delivering your information. You will emphasize how the strategies you choose can be used to help students and tell why the strategies you describe are effective.

Choose the three broad categories from areas that are of particular interest to you. These categories might include, but are not limited to, emergent literacy, increasing fluency, vocabulary development, reading comprehension, reading and English language learners, reading-writing connections, and reading in the content areas. Use information from your texts, ERIC (Educational Research in Circulation), and any other resources that are available to you. In selecting your categories and strategies, keep the grade levels and the student diversity of your school in mind.

Each of the strategies you present should be one that has been shown by research to be effective in helping students develop mastery in one of the three broad categories of reading you have chosen to address.

In outline form, the project includes these steps:

- choose your level; elementary, middle, or high school
- select three broad reading categories
- select one specific strategy for supporting/improving reading in each of the three categories
- explain in detail how each of the strategies can be used in a classroom situation (Include visual representations when applicable. Make it easy for the teachers to understand exactly how to implement the strategy.)

- explain in detail why each of the strategies is effective (Why do we believe this particular strategy works? Says who? Make it crystal clear to the teachers that the strategies you are describing are based on research rather than on urban legends and old wives tales.)
- create your slides
- write a script to accompany your slides
- let the members of the audience know you will be happy to give a demo for their class, observe and provide feedback when they implement a new strategy, or help them implement the strategies in whatever way fits their needs

You might begin with a brief explanation of what we have learned as a result of the “Reading Wars” or report what we have learned about reading programs and teacher influences. You might end with a slide outlining some of the services you can provide, along with your contact information.

The script you write to accompany your presentation should include what you will say as you project each slide. Describe or include samples of any materials you will distribute. Describe any audience participation you will encourage. If your PowerPoint program support this, the script should be included on the bottom of the slides. The script will be graded separately.

Limit the text on your slides. Your slides serve as an outline for keeping your oral presentation on-track. Slides should not contain multi-sentence paragraphs that your audience must read or that you will read to them. Use headings with bullets rather than sentences. Some tips for creating effective power point presentations can be found at websites such as those listed below:

<https://support.office.com/en-sg/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b?ui=en-US&rs=en-SG&ad=SG>

<http://office.microsoft.com/en-001/powerpoint-help/tips-for-creating-and-delivering-an-effective-presentation-HA010207864.aspx>

The citations on your slides should have the name of the researcher and the date. For example, (Santa, 2006). Include a reference slide at the end of your presentation with the complete reference information for all your references. For example, Santa, C. M. (2006). A vision for adolescent literacy: Ours or theirs? *Journal of Adolescent & Adult Literacy*, 49(6), 466-476.

Use APA style for references. This is the style that is preferred in educational venues. Review [www.apa.org](http://www.apa.org) and/or Library Resources (ED 5308 Blackboard Main Menu) for examples of APA style. Pay attention to detail. Which words are capitalized? Which words or numbers are italicized? Where are the periods? Where are the parentheses? Where are the commas? Where are the spaces? How is a digital reference cited? How is a book reference different from an article reference? How is an article with seven authors cited differently from an article with more than seven authors?

Remember that educational research does not “prove” anything. Terms to use in describing the results of educational research include such words and phrases as “suggests, indicates, points toward, and supports the idea that.”

Use your imagination and creativity to keep your audience attentive. Remember that these teachers would rather be in their classrooms preparing for the first day of school. Make their time with you worthwhile. Give them three excellent strategies they can USE. Think of ways to make your presentation interactive and engaging. Ultimately, your goal is to help the students in your school become strategic readers and life-long learners.

Before you begin your PowerPoint project, review the rubrics for the slides and the script that I will use as grading tools to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics.)

Submit your Power Point Slides through the appropriate Week Folder in Assignments.

### **Assigned Textbook Readings**

The goals of this foundation course are to provide you with the theoretical background for the teaching of reading as an interactive process and to provide you with practical applications for teaching your students to extract meaning from print. To address the interrelated components of reading, attention will also be given to supporting your students' development of oral and written language.

Research indicates that we learn most effectively when we engage in our own learning by writing about and reflecting on new information, by relating new information to past knowledge, and by applying new information to our daily lives. Engaged learners ask questions, experiment with new ideas, discover connections, and create new paths to follow. As you read your textbook assignments, I invite you to engage.

With this in mind, prepare to discuss and reflect on the readings in your textbooks by flagging, highlighting, taking notes, or using other methods to draw attention to theories, ideas, or suggestions that interest you as you read the assignments. The content presented in your textbooks is an important component of this course. It is because of the importance of this content that we will spend an ample amount of time on the reading assignments.

The most effecting learning is collaborative and social, rather than competitive and isolated. Because social interaction is an important learning strategy, you will work together by responding to each others' reflections. You will submit your reflections to the discussion board for your classmates to read as well as submitting them to me through the Week Folder.

### **Reflections & Peer Responses**

The reading assignments will be graded in two parts. The first grade is for the reflections you write as a result of reading the textbook assignments. The second grade is for the responses you write in answer to the reflections of **two** of your classmates.

#### **Part 1, Reflections**

The purpose of this assignment is to give you an opportunity to think about and share your ideas about the information in your textbooks. Course content has been called the "clay of knowledge

construction" with learning taking place as the clay is molded into something meaningful for the learner. In an effort to make the theories and ideas presented in your textbooks meaningful for you, read with a "so what?" attitude. How is what you are reading going to affect you and the students you teach? Make every reading assignment about you and your students. Reflect on the readings by writing your thoughts and musings as you read. Include an entry of approximately one-half to one double-spaced page (125-250 words) for each chapter you read. Title each chapter separately (Chapter 1, Chapter 2).

Before you begin writing your reflections, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics.) As you write, remember that a reflection is not a summary of the chapter. In your reflections, you will explore what you can do with one or more of the ideas you encounter in each chapter. As you reflect, ask yourself questions; make text-to-self connections (connect the reading to your own experience and memories); make text-to-world connections (connect the reading to the facts and information you know about the world); make text-to-text connections (connect the reading to other books or materials you've encountered); experiment with ideas; pose "I wonder ..." queries; probe your reactions to the suggestions; imagine how you could use the information presented in your text.

Some reflections might include phrases similar to these: When I read ..., I wondered about ...; Before I read the theory behind ..., I thought that ...; Vacca's description of ... gave me the idea to ...; If I explain the ... theory to them, my students will probably ...; When I read ... it reminded me of ...; Judging from what Kenneth Goodman says about ..., maybe I should ...; In my opinion, ... would cause ...; The thing that surprised me most about ... is ...; The biggest problem I see with ... is ...; One thing that I found confusing about ... was ...; I can connect what Steve Krashen says about comprehension with Frank Smith's ideas about ...; In my experience the ... strategy will not work with my students because ...; The main advantage I see in ... is ... .

Do not make these reflections about "teachers." Make the reflections about YOU! Do not write about what "teachers" should do. Write about what you will do as a result of your reading.

On or before the day they are due, submit your reflections in two places: 1) the class discussion board for peers to read; 2) the Week Folder in Assignments for me to read.

**Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions. Six days after the due date Reflections will no longer be accepted and you will lose credit for the assignment. Once the grace period has expired, you will no longer be able to submit your assignment.**

This is for the first part of your Assigned Textbook Readings grade.

## **Part 2, Peer Responses**

The purpose of this assignment is to give you an opportunity to think about and comment on the reflections of your peers. When your classmates' reflections are submitted to the discussion board, read and respond to the comments and ideas of at least two of your peers. Some of you have extensive classroom experience, some of you are still preparing for your teaching careers. This is where we share our knowledge and learn from each other. This gives you an opportunity to work

together at molding the "clay of knowledge construction" into something meaningful for the whole class.

In writing your responses, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. **You may choose the two reflections to which you want to respond.**

The ideal feedback is specific and can include recommendations. (I agree with your idea, and I would add ...; I disagree with your assessment of ... because ...; I was confused by what you said about ... Did you mean ...?; Could you expand on that idea by including ...; If you used that strategy, how would you handle ...?; I don't think your idea would work in the real world because ...; That's a good suggestion and I think your students would get an extra benefit if you could involve ...; You might extend the activity by having your students ...; Have you thought about including ...?; When I tried a similar strategy I discovered ...; When you mentioned ... it reminded me of ...)

Be kind and considerate in your responses, but if you only say things like "Great idea!" you are not helping your classmates very much. Take a few of their ideas and expand on them, question them, wonder about them. Try to provide some constructive suggestions, and be open to constructive suggestions your classmates might offer you. Learning is not a spectator sport. The goal is to construct meaning from the content of this course through interacting with it. By helping each other gain a strong foundation in the latest research in the theory and practice in the teaching of reading, you will be helping each other become more knowledgeable, effective teachers.

You are invited and encouraged to read the reflections of as many classmates as time allows and respond to as many as you like. Frequently several people will be particularly interested in a specific topic or idea and the discussion becomes lively. You want to exchange questions and answers, comments and opinions, and you want to do it quickly. I hope this happens often during this course. In these situations please exchange information without feeling inhibited or stifled by the fact that the Peer Response is one of the assignments for which you will receive points. I urge you to fire away as often as you like. **Then, on or before the due date, submit to me through the appropriate Week Folder in Assignments your two responses that most closely follow the Peer Response rubric. Submit both responses to me at the same time.**

When a classmate responds to one of your reflections please reply to his or her response by answering any questions that are asked or otherwise clarifying an idea you may have posited. None of us is as smart as all of us, and all of us know more than we think we know. Please use this assignment as an avenue to teach and learn from each other.

Before you begin writing your peer responses, review the rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics.) **Please be prompt with this assignment. Late submissions will not be accepted. The Peer Response submission slot will close after the assignment is due. Email attachments will not be accepted. If not submitted on time you will lose credit for this assignment.**

This is for the second part of your Assigned Textbook Readings grade.

## Reflection & Response Audit

The purpose of this assignment is to give you an opportunity to draw some conclusions by re-reading the reflections and responses you've written, as well as re-reading the responses your classmates have made to your reflections. As you re-read these posts, analyze and self-evaluate your written ideas.

Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates have made to your reflections. Try to step back and put some distance between yourself and what you've written. Imagine that these reflections and responses were written by a different you at a different time.

Analyze the reflections and responses by commenting on such things as themes that may have emerged, ideas that are worth revisiting, changes in your thoughts over time, recurring ideas, surprises you encountered, changes in opinions, inspirations to try something new with your students, and new beliefs.

Some questions you might attempt to answer include: What do you usually write about in your reflections? Are there specific issues that reappear in your writing? How has writing reflections and responses related to your learning process? What effect did your classmates' responses have on you? How do you feel you've contributed to the online learning community through your reflections and responses? What effect did writing these reflections and responses have on your writing skills? What did you learn from this activity that you can take with you? What aspects of the reflections and responses do you value most and how does it show up in your posts? What else do you notice?

As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal.

The length of this audit should be two - three pages, double-spaced. **(Please be prompt with this assignment. 15% of your earned grade will be deducted for late submissions.)**

Before you begin writing your Reflection & Response Audit, review the Rubric that I will use as a grading tool to get an idea of what I consider important. (See Course Menu/Assignments/Rubrics.)

Submit your Audit through the appropriate Week Folder in Assignments.

## Grants for Special Projects

The purpose of this assignment is to give you some experience in writing a grant proposal. DonorChoose.org provides an excellent place to begin learning how to request things you want or need for your students. Although I believe this organization caps its grants at \$400, you are allowed to apply for different things as many times as you want. Students in this course have been granted such things as a bookcase for their classroom, books with CDs, bean bag chairs, and interactive vocabulary games. Think of items or materials that would enrich your students. What do you need that you don't have? Then go to the DonorChoose.org website and follow the prompts.

Once you have completed your request, make a copy and paste a copy of your proposal and submit it through Blackboard to get course credit. The big reward will come if your proposal is chosen for funding. Good luck, good luck! Keep us posted!

If you are not currently teaching, please see the Donors Choose Format in Week 5. Use these questions to enable you to prepare a grant proposal without going through the website. Later, when you are teaching, you can use the info you have prepared for this course to apply for a grant.

### **Academic Portfolio**

Please see Portfolio Instructions in the Main Menu for information about the Academic Portfolio. Portfolio requirements for this course are:

- 1) Audit (course assignment--place this under the Standard it most reflects -- use Form Portfolio Artifacts)
- 2) Student-selected course assignment--place this under the Standard it most reflects -- use Form Portfolio Artifacts)
- 3) Complete the Cover Sheet
- 4) Complete the Table of Contents
- 5) Complete the following section of the Reflective Statement:
  - Philosophy of Education (purpose of education and importance of schools)
- 6) Optional -- Other Student-selected artifact --place this under the Standard it most reflects -- use Form Portfolio Artifacts)

### **Mid-semester Exam**

The mid-semester exam will consist of 35 multiple-choice questions worth 2 points each from Chapters 1, 2, 3, 4, 5, 6, 7, 8, and 9. These questions will be selected from the questions posted on the Blackboard menu as Chapter Reviews. You may practice these review questions as often as you choose prior to the mid-semester exam.

The mid-semester exam will be available for four days on Blackboard. Mark your calendar. You will only be allowed to log on to the mid-semester exam one time. Once you begin taking the exam, you must complete it. You will be allowed 30 minutes to answer the 35 questions.

You will find the exam on the Blackboard menu under Quizzes & Exams.

### **Final Exam**

The final exam will consist of 35 multiple-choice questions worth 2 points each from Chapters 10, 11, 12, 13, and 14. These questions will be selected from the questions posted on the Blackboard menu as Chapter Reviews. You may practice these review questions as often as you choose prior to the final exam.

The final exam will be available for five days on Blackboard. Mark your calendar. You will only be allowed to log on to the final exam one time. Once you begin taking the exam, you must complete it. You will be allowed 30 minutes to answer the 35 questions.

You will find the exam on the Blackboard menu under Final Exam.

### Grades & Grading Policy

Only those students who adhere to SRSU attendance policies will pass this course. The point value of assignments is listed below. Grades are based on a 1000 point system. A= 900 – 1000; B = 800-899; C=700-799; F= 0-690

- Connections/Goals 20
- Reflections 200 (40x5)
- Peer Responses 200 (40x5)
- Audit 75
- Project Proposal 40
- Grant Proposal 60
- Power Point Slides 100
- Power Point Script 100
- Portfolio 65
- Mid-semester Exam 70
- Final Exam 70

1. Late assignments will lose 15% from the assignment grade. Reflection will be accepted for six days after the due date. Peer Responses will not be accepted at all after the due dates. Assignments are due at 11:55 p.m. on the dates posted on the Course Calendar – Assignment Schedule. Email attachments will not be accepted.
2. You are welcome to turn in assignments early.
3. All assignments must be submitted before finals week begins. No work will be accepted after the last class day.
4. No extra credit points are available.
5. There are no incompletes for this course.
6. Students will have the opportunity to revise and resubmit assignments provided they were originally submitted on time. Work submitted on the last class day of the semester cannot be revised and resubmitted.
7. Stay in touch! Participate! Interact with your classmates and with me. Email is the best way to contact me. I check email several times a day from around 10 - 5, including most weekends.
8. I reserve the right to make adjustments to this syllabus based on changes that may occur during the semester.
9. **Please do not panic or stress over technology issues or course content issues.** Contact Sandy for help with technology issues. Contact me for help with course content issues. Helping you navigate a successful learning experience is our goal.

To avoid receiving an F in a course for which you have registered but in which you have not been able to participate, withdraw from the course prior to the last day for withdrawal with a W. Check the semester calendar for this date.



### Academic Integrity

Students are to engage in all academic pursuits in a manner that is beyond reproach. They are to maintain complete honesty and integrity in academic experiences as described in the University Policies & Procedures section of the Sul Ross State University Student Handbook.

### Technology Help

- ❖ Sandy Bogus is our Technology TA . She is familiar with the this course and is available to help you 8:30 – 5:30, M – F at 432-837-8247. You may email her at [sbogus@sulross.edu](mailto:sbogus@sulross.edu)
- ❖ The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).
- ❖ The SRSU tech tip website is <http://www.sulross.edu/techtips>

### Application for Candidacy

Graduate students are expected to maintain a 3.0 GPA average throughout the program. **Students seeking a Master's degree are required to complete an Application for Candidacy after completing 12 hours in the graduate program.** This form can be accessed on the SRSU webpage and should be returned to the program advisor for approval. (Academics>Professional Studies>Education>Forms>Application for Candidacy.)

### Comprehensive Examination/E-Portfolio Review

Graduation requirements for students in the reading specialist program are transitioning from a comprehensive exam to an electronic portfolio review.

**The following guidelines apply to students who began prior to Fall 2015:** When you are in your last semester for your Master of Education Reading Specialist Degree, you will be required to pass a Comprehensive Examination (the Comps). Through this four-hour essay exam you will show that you have an understanding of the material you have studied throughout your years in graduate school. Reading Specialists candidates may make arrangements to take the Comps in their geographic area. Students are encouraged to apply for the comprehensive exam the semester preceding the final semester of enrollment. If you are planning to graduate next semester, apply now. Reading Specialist candidates, please check with me for comp review questions. Other students who have requested that I serve on your exam committee, please check with me for review questions.

You will be required to complete the portfolio assignments in each of your remaining courses. Please check with me to discuss which of the graduation requirements you should use as your exit requirement.

**The following guidelines apply to students who began during or after Fall 2015:** Throughout the program you will build a portfolio that reflects your understanding of the reading specialist competencies. During your last semester of study, your portfolio will be reviewed by an academic committee composed of your major advisor and additional professors.

### Graduation Application

Students are required to apply for graduation the semester preceding the final semester of enrollment. If you are planning to graduate next semester, apply now. Students who fail to complete this application process during the semester prior to their final semester will incur an additional fee. Do not procrastinate. Apply now!

### **Education Office**

The Education Office is located in MAB 305. The education secretary is available 8 – 12 & 1 – 5, M – F at 432-837-8170.

### **Distance Learning Absences Statement**

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based, Online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web and Online courses, this policy is interpreted as not participating for more than three weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email
- not following the instructor's participation guidelines stated in the syllabus

**SRSU DISABILITIES SERVICES**

The University 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. 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 please contact the ADA Coordinator, Ferguson Hall 112.. The mailing address is Sul Ross State University, PO Box C-122, Alpine, TX 79832. The telephone number is 432-837-8691;the fax number is 432-837-8363.

**ATTENDANCE POLICY**

This is a Web class; however, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. 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**

SRSU is a tobacco-free university. No smoking is allowed in the buildings or on the 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.