

Sul Ross State University
Department of Education

ED 4315 Spring 2017
Reading Diagnosis and Remediation

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

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

* Binder

*6 packs 3X5 index cards/ Black Sharpie

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/Diagnostic report, but more importantly it will be a useful resource in your professional life.

Program Learning Outcomes (PLOs):

The graduating student will be able to:

- Use research based methods to assess student reading ability
- Write lesson plans that are 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 literacy, comprehension and fluency of 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

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 in this course will include discussion, small group presentation/assignments, student presentations, lecture, gathering assessment data, and observation.

Field Experience Requirements PRIOR to Observations:

- DPS Computerized Criminal History (CCH) Verification

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

- VIPS Program Application

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

If you are a Midland College (MC) student, you will need to make contact with a school administrator. You are to provide me with written approval. The written approval can be in the form of an email or mailed letter. No phone calls. I need a hard copy that documents/authorizes you to be on an ISD campus.

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 if you are a Midland College student:

1. Email and make contact with an ISD Principal/Teachers.
 - Google: an ISD in your geographic region if need be.
 - Find the ISD Elementary faculty contact and or webpages.
 - You will need to find “ three student volunteers” to conduct assessments.
 - FYI: Some assessments require you to assess a kindergarten student.
 - FYI: Some assessments require you to assess a 1st grade student.
 - FYI: Some assessments require you to assess a 2nd or 3rd grade student.
 - 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”.
3. **BEFORE** you can **ENTER** the school campus you must provide me with the administrator’s written consent (email or letter) that you have permission to be on their campus (MC students).
 - Alpine students will need to complete a Background Check Form. The form can be found under “Course Forms”.

Once your background check clears and you have made contact with teacher volunteers, **IT IS YOUR RESPONSIBILITY TO SCHEDULE ALL STUDENT ASSESSMENT TIMES WITH THE TEACHER(S).** ****You may not assess students after school hours.**
4. Manage your time wisely, as your first assessment is scheduled to be completed during WEEKS 5/6.

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.**

Teachers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you have asked, the materials you have read, and the sources you have used. Complete the research logs as described in the syllabus below. You should bring two completed hard copies of this log to class in order to participate in discussion groups.

- A completed 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 articles TO CLASS.**
- Keep the collection of your articles in your course Binder (You will use them as references on your final/Report).

Peer Response Log (Only on Blackboard)

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

Aside from researching and reading one article based on pertinent topics for this class, you will also respond to a Peer’s Research Inquiry Log (found in the Bb Discussion forum). Each forum can be accessed through the title of the topic. For example, the first research topic is the “Alphabetic Principle”. You will access this forum to post **BOTH** your Research Inquiry Log and Peer Response Post about 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 with an analytical eye.
2. Find a Text Connection from your article that addresses either/or one of your peers:
 - Ideas, Questions, Answers, Thoughts, etc.
 - Provide APA cited evidence using your own article on the topic to support your findings (250-400 words).
3. **Upload your article** based on the topic at the end of your Peer response using APA format. The instructor and your Peer's need access to your article to be fully engaged learners.

***View syllabus below for exact due dates and times.**

Essay (Due: February 5/WK 3 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 is 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? (Level header 2) What would you do to help Patrick learn to read/literacy? (Level header 2) How would you respond to Patrick's other needs? (Level header 2). Be specific. Quote the book.

FYI: For your Exam, you will be adding specific strategies and commenting on specific ways to assess and respond to Patrick's needs. Your game plan and research based strategies for Patrick will need to be supported through your research in this course thus far. Throughout the course, you will be required to conduct research on the following **10 topics:** Alphabetic Principle, Phonological and Phonemic awareness, Purpose of Reading Assessment, Phoneme Blending/Segmentation, Sight Words-recognition/acquisition/intervention, Structural Analysis (decoding words), Context Clues, Informal Reading Inventories (IRIs), Reading Fluency, and Reading Levels (matching books to reader ability). 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 and annotate sections of the book that give you ideas about how you can help a struggling reader like Patrick.

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. Always be prepared and practice the assessment before you work with a student volunteer.

Midterm No Midterm.

Diagnostic Reading Report(s)/the Final Exam for this course Due: May 9

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 (3 reports in one uniform document).

*Additional information will be provided in class.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account daily. 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 assigned materials 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. 18 Introduction to the course/syllabus.
Begin reading *Just Call Me Stupid*, Reading **due by Monday, January 30/WK 3**

- MC students: Start to find “volunteers” (3) for reading assessments.
- Alpine students will be assigned student volunteers.

Download and print this form to acquire parent permission: [Permission Slip to Audio/Video Tape](#)

WEEK 2

Mon./ Jan. 23 The [alphabetic principle](#) will be discussed.

Task for the next class day---Jan. 25

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”.

Scan and upload your artifact as well. DO NOT COPY EACH OTHER!!!!!!!

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: Your research, RIL, and artifact must be completed prior to class.

The final copy of your work is due by midnight. This will be standard for all RILs.

Due dates: Research Inquiry Log #1: Due **on Blackboard Discussion** by Monday, January 23 (midnight).
Peer Response #1 is due **on Blackboard Discussion** by Wednesday, January 25 (midnight).

Wed./ Jan. 25 FYI: Bring your “Alphabetic Principle” article, RIL and artifact to class today!
The alphabetic principle will be discussed.

- **Bring two hard copies** of your **completed** Research Inquiry Log based on the “Alphabetic Principle”. (One copy for me, One copy for you).
- Bring your completed artifact to class today.

• Reminder: Finish reading *Just Call Me Stupid* by Birdseye this week.

WEEK 3

Mon. / Jan. 30 Discuss *Just Call Me Stupid*.

- Reminder: Begin First essay assignment; it must be 500 words minimum. **Due: Feb. 5/ WK 3 by midnight.**
- Read the “**Written Assignments**” section of this syllabus to submit an essay based on my expectations of structure, organization, and format of the essay. “A” for APA.
- *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? (Level Header 2)
- What would you do to help Patrick learn to read/literacy? (Level Header 2)
- How would you respond to Patrick’s other needs? (Level Header 2)
- Be specific. Quote the book. Continued on next page...

- FYI: For your exam and diagnostic reports in this course, you will be adding specific strategies in a written essay based on your researched articles. You will make research based decisions by integrating strategies that enable you to help students like Patrick succeed. Read your articles critically and write notes along the way. How will you help struggling readers like Patrick?

Wed. / Feb. 1 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”.

Scan and upload your artifact as well.

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 “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”. (One copy for me; one copy for you)

Bring your completed artifact.

Due dates: Research Inquiry Log #2: Due **on Blackboard Discussion** by January 30/ Monday (midnight). Peer Response #2 is due **on Blackboard Discussion** by Feb. 1/ Wednesday (midnight).

WEEK 4

Mon. / Feb. 6 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”.

Scan and upload your artifact as well.

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”. (One copy for me; one copy for you).

Bring your completed artifact.

Due dates: Research Inquiry Log #3: Due **on Blackboard Discussion** by Feb. 6/ Monday (midnight). Peer Response #3 is due **on Blackboard Discussion** by February 8/ Wednesday (midnight).

Wed./ Feb. 8 Bring your Ekwall/Shanker to class!
 Today we will start talking about the kits and how to make them.
 Midland College Students:

- You should have already made contact with your teacher and student “volunteers”.
- You should be finalizing your schedule with teachers and students.
- You are now ready for them next week and they are ready for you.
- **Parent permission slips must be signed by this week. I need a copy for your file.**
- The parent permission form is available under the “Class Forms” link on Blackboard.
- Alpine students: parent permission forms are being completed and I will let you know when they are signed.
- Alpine students: It is your responsibility to finalize your assessment schedules with the teacher.

In order to know what you need to copy, refer to ESRI page 18 and 19.
 Bring copies of All Test 1, Test 2, Test 3, Test 5, Test 8, Test 10, Test 11

WEEK 5 **From this point on, save all assessment results for end of course report!!!!!!!**
Emergent Literacy Tests #1: Assess kindergarten student(s)
Assignment Week 5 - 6: Assess your kindergarten volunteer: Emergent Literacy Tests (Test 1)

- Phonemic Awareness Tests
- Concepts about Print
- Letter Knowledge Test
- Auditory Stimulus
- Visual Stimulus

Mon./ Feb. 13 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: *The Phonemic Awareness Tests should be given only to students who are non-readers or who can read only a few words.*

This means bring copies of ALL THE EMERGENT LITERACY TESTS AND SCORE SHEETS.

“Phonemic Awareness ” (Bring forms/copies to class today).
 We will discuss and practice: Test 1a1: Rhyme Production (p129) ESRI
 Test 1a2: Rhyme Recognition (p130)
 (This is an alternative test if student cannot complete 1a1.)
 Test 1a3: Initial Sound Recognition (p131)
 FYI: Test 1a only includes a scoring sheet.

- The assessment is phonemic awareness.
- You will not have a student sheet.
- You only have scoring sheets for this assessment.

Test 1a4. Phoneme Blending (p 132)
 Test 1a5. Phoneme Segmentation (p133)
 Concepts about Print Test (1b)

Please read through the ESRI and get familiar with the format of the book.

Wed./ Feb. 15 Practice Phonemic Awareness Assessments with a peer.

Bring:

- Phonemic Awareness forms/copies to class today.
- Concepts about Print Test copies.
- We will discuss assessments and practice.

WEEK 6

Reminder: All Emergent Literacy Tests (Test 1) must be completed this week.

Mon./ Feb. 20

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
“Phoneme Blending” or “Phoneme Segmentation”.

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

Scan and upload your artifact as well.

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 “Phoneme Blending/Segmentation” article to class today!

Research Inquiry Logs and artifacts will be discussed today.

Bring two hard copies of your **completed** Research Inquiry Log.

Bring your completed artifact.

Due dates: Research Inquiry Log #4: Due **on Blackboard Discussion** by Feb. 20/ Mon. (midnight).
Peer Response #4 is due **on Blackboard Discussion** by February 22/ Wednesday (midnight).

Wed./ Feb. 22

In the Field...

Field Experience Day 1

You must **sign in** at the ISD.

You will not receive credit if you forget to sign in.

Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

WEEK 7

Basic Sight Vocabulary Tests: Assess 1st grade student

Assignment Week 7: Sight Words (Test 2)

Read ESRI instructions

Mon./ February 27 **Bring** your materials/copies for **Sight Words Test 2**

Make your copies and have them **ready for class today!**)

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
“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”.

Scan and upload your artifact as well.

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 “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”.

Due dates: Research Inquiry Log #5: Due **on Blackboard Discussion** by February 27/ Mon. (midnight).
Peer Response #5: Due **on Blackboard Discussion** by March 1/ Wednesday (midnight).

Wed./ March 1

In the Field...

Field Experience Day 2

You must **sign in** at the ISD.

You will not receive credit if you forget to sign in.

Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

WEEK 8

Phonics Tests: Assess 1st grade student

Assignment Week 8: Phonics (Test 3)

Read ESRI instructions

Mon./ March 6

Bring your materials/copies for Phonics (Test 3)

Make **your copies** and have them **ready for class today!**

Practice Assessments, Questions, Comments...

Wed./ March 8

In the Field...

Field Experience Day 3

You must **sign in** at the ISD.

You will not receive credit if you forget to sign in.

Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

March 13-19 SPRING BREAK---NO CLASSES---

WEEK 9

Structural Analysis Tests: Assess 3rd grade student

Assignment Week 9: Structural Analysis (Test 5)

Read ESRI instructions

Mon./ March 20 Bring your materials/copies for Structural Analysis (Test 5)
Make **your copies** and have them **ready for class today!**
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
“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”.

Scan and upload your artifact as well.

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 “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”.

Bring your completed artifact.

Due dates: Research Inquiry Log #6: Due **on Blackboard Discussion** by March 20/ Monday (midnight).

Peer Response #6 is due **on Blackboard Discussion** by March 22/ Wednesday (midnight).

Wed./ March 22 In the Field...
Field Experience Day 4
You must **sign in** at the ISD.
You will not receive credit if you forget to sign in.

Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

WEEK 10 **Assignment Week 10: Context Clues (Test 8)**
Assess 3rd grade student

Mon./ March 27 Bring your materials/copies for Context Clues (Test 8)
Make **your copies** and have them **ready for class today!**
Practice Assessments, Questions, Comments...

Purpose: To provide an opportunity for the student to demonstrate use of context clues.

ESRI: Test 8 (Read p. 33-34 for information on this assessment).

Assessment Forms p. 180-182.

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
“Context Clues”.

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

Scan and upload your artifact as well.

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 “Context Clues” article to class today!**

Context Clues will be discussed today.

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

Due dates: Research Inquiry Log #7: Due **on Blackboard Discussion** by March 27/ Monday (midnight).
Peer Response #7 is due **on Blackboard Discussion** by March 29/ Wednesday (midnight).

Wed./ March 29 In the Field...
Field Experience Day 5
You must **sign in** at the ISD.
You will not receive credit if you forget to sign in.
Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

WEEK 11 **Assignment Week 11: Graded Word List (GWL) Test 10**
Assess 3rd grade student.
Assess 1st grade student. (**This week you assess both of your students).**

Mon./ April 3 Bring your materials/copies for Graded Word List (Test 10)
Make **your copies** and have them **ready for class today!**
Practice Assessments, Questions, Comments...

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.

ESRI: Test 10 (Read p. 34-37 for information on this assessment).
Assessment Forms p. 198-190

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
“Informal Reading Inventories” (IRIs)

Step 2: Read the article and submit a Research Inquiry Log about the article on the
“Blackboard Discussion Board” titled “IRIs”.
Scan and upload your artifact as well.

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 “IRIs” article to class today!**
IRIs will be discussed today.
Bring two hard copies of your **completed** Research Inquiry Log based on “IRIs”.
Bring your completed artifact.

Due dates: Research Inquiry Log #8: Due **on Blackboard Discussion** by April 3/Monday (midnight).
Peer Response #8 is due **on Blackboard Discussion** by April 5/ Wednesday (midnight).

Wed. / April 5 In the Field...
Field Experience Day 6
You must **sign in** at the ISD.
You will not receive credit if you forget to sign in.
Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.

WEEK 12 **Assignment Week 12: Informal Reading Inventory: Reading Passages (Test 11)**
Assess 3rd Grade Student

Mon./ April 10	<p>Bring your materials for the Oral & Silent Reading Passages (Test 11). We will discuss and practice.</p> <p>Reminder: assess your volunteers 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.</p> <p>Purpose: To obtain an accurate assessment of the student’s independent, instructional, and frustration reading levels in oral/silent reading.</p> <p>ESRI: Test 11a: Refer to page 37 (for detailed information on this assessment)</p> <p>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 “Reading Fluency”.</p> <p>Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Reading Fluency”. Scan and upload your artifact.</p> <p>Step 3: Respond to a peer’s Log/discussion with a minimum of 250-400 words.</p> <p>Go beyond casual/conversational lingo. I want academic Discussion /questions /thoughts /ideas /connections /responses/ etc....</p> <p>FYI: Bring your “Reading Fluency” article to class today! Bring two hard copies of your completed Research Inquiry Log based on “Reading Fluency”. Bring your completed artifact.</p> <p>Due dates: Research Inquiry Log #9: Due on Blackboard Discussion by April 10/Monday (midnight). Peer Response #9 is due on Blackboard Discussion by April 12/Wednesday (midnight).</p>
Wed./ April 12	<p>In the Field...</p> <p>Field Experience Day 7</p> <p>You must sign in at the ISD.</p> <p>You will not receive credit if you forget to sign in.</p> <p>Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.</p>
WEEK 13	<p>Assignment Week 13: Informal Reading Inventory: Reading Passages (Test 11) Assess 1st Grade Student</p>
Mon./ April 17	<p>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 “Reading Levels” (independent, instructional, frustrational —matching books to readers).</p> <p>Step 2: Read the article and submit a Research Inquiry Log about the article on the “Blackboard Discussion Board” titled “Reading Levels”. Scan and upload your artifact.</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 “Reading Levels” article to class today! Reading Levels will be discussed today.</p>

Bring two hard copies of your completed Research Inquiry Log based on "Reading Levels". Bring your completed artifact.	
Due dates: Research Inquiry Log #10: Due on Blackboard Discussion by April 17/ Monday (midnight). Peer Response #10 is due on Blackboard Discussion by April 19/ Wednesday (midnight).	
Wed./April 19	In the Field... Field Experience Day 8 You must sign in at the ISD. You will not receive credit if you forget to sign in. Use this day wisely, and make sure you have made proper arrangements with the cooperating teacher.
WEEK 14	Only absences with a Dr. note will be excused.
Mon./ April 24	Begin working on your Diagnostic Report for Patrick Lowe.
Wed./ April 26	Diagnostic Report/Essay for Patrick Lowe due by the end of the day/midnight.
WEEK 15	Only absences with a Dr. note will be excused.
Mon./ May 1	Begin working on your Diagnostic Report for ISD Kinder volunteer (No report) just: 1 st grade volunteer and 3 rd grade volunteer.
Wed./ May 3	Last Class Day Continue working on your Diagnostic Report for ISD volunteers.
MAY 4-5	-----DEAD DAYS-----
WEEK 16	----FINALS WEEK-----
Mon./ May 8	NO CLASS!!
Tuesday/ May 9	Final Exam: 3:00p.m.-5:00 p.m. The context of this exam revolves around your empirical research. Your reports are due!

ASSIGNMENT SCHEDULE

Attendance/Participation:

Inquiry Logs/artifacts (10 total) and Peer Responses (10 total)	100 points	Due: View Course Syllabus
Essay (<i>Just Call Me Stupid</i>)	50 points	Due: Feb. 5 by midnight
Reading Assessments/ Score Sheets (9 Total)	50 points each (450)	Due: View Course Syllabus
Diagnostic Report (<i>Just Call Me Stupid</i>)	50 points	Due: April 26, 2016
Diagnostic Reading Report/Final Exam (1 st & 3 rd grader)	350 <u>points</u>	Due: May 9, 2016
Total 1000 points		

*Please upload your student's score sheets to BB on the Sunday (midnight) of each assigned week. Read syllabus calendar for specific details and due dates.

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

Rubrics

Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions and bringing questions to class *prior* to the due dates will best prepare you for successful completion of the this course.

Use the rubrics for your benefit. – Get accustomed to using them and they will guide you toward completing more effective assignments.

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 the learning. Projects/assignments must be of highest scholarly level and incorporate APA format to support ideas/thoughts/claims.
- “B” Demonstrates a **proficient 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 the learning. Submitted projects/assignments 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 the learning. Submitted projects/assignments 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/assignments 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.

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: drodriquez5@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 six 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.

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 Mary Schwartz, M. Ed.; L.P.C., Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-122, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8691 or email: mschwartz@sulross.edu.

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.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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