

Sul Ross State University
Fall 2018: ED 4313
Reading Comprehension and Enrichment
Monday/Wednesday 12:30- 1:45 p.m. / Rm 308
Instructor: Diana Rodriguez

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Diana Rodriguez

Office Hours: Mon. /Wed. 9:00 a.m. - 12:00 noon; Tues. /Thurs. 8:30 a.m. - 10:30 a.m.

Rebecca Garcia (Graduate Assistant)

Office Hours: Mon. /Wed 10:00 a.m. -12:00 noon; Tues. / Thurs. 11:00 a.m. - 3:00 p.m.

Course Description:

The emphasis of this course is on divergent learning in the following reading areas: vocabulary development, critical analytical reading, research and reporting, and appreciative reading.

TE_xES Course Standards:

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.

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.

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 that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

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.

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.

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

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.

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

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.

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

Program Learning Outcomes (PLOs):

The students will be able to:

- Write eight 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:

- describe and demonstrate strategies used in teaching reading comprehension
- create teaching tools used in teaching reading comprehension
- analyze environment and socialization factors on language development and comprehension
- integrate language arts content into the total curriculum
- apply knowledge of comprehension strategies and vocabulary instruction by designing, planning and performing six comprehensive tutoring modules.
- identify and evaluate various approaches to STAAR preparation, the use of informational text for literacy instruction, challenges of the ELL student, and literacy instruction in the content areas through in class discussion/lesson demonstrations and field experience tutoring.

Required Text:

Harvey, S. & Goudvis, A. (2000). *Strategies That Work* (2nd Ed.). Stenhouse Publishing
ISBN: 978-157110-481-6

Course Format: A variety of approaches will be included in the course that include discussion, small group, media presentation, student presentation, lecture, and field experience.

Field Experience Requirements PRIOR to Observations:

- DPS Computerized Criminal History (CCH) Verification

Prior to beginning your Field Experience 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 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.

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

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

COURSE ASSIGNMENT DESCRIPTIONS

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

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 Lesson demonstrations and tutoring sessions. If an emergency arises, please contact me to make arrangements. Otherwise ***Meet due dates for ALL assignments.** (Most assignments are due on Blackboard by midnight!)

Literacy Reflection Essay: (Due: WK 1/ Sunday, Sept. 2 by midnight)

Write a 750-900 word reflection about your experiences with literacy. Use the following questions to organize and compose your literacy reflection.

1. Reflect on the role of literacy in your families when you were young children, considering these questions:
What factors influenced you? Who was instrumental in helping you become literate, and how did he/she/they do so? Would you/have you done things differently in your adult life? Why or why not?
2. Reflect on the role of literacy in your own culture, considering questions such as the following:
How important was literacy and school achievement in your family, community, and culture when you were growing up? For what reasons or purposes was literacy valued? How did your home experiences with literacy influence your school achievement? How might your own experiences affect your teaching?
3. Reflect on family influences and your literacy, considering questions like these:
Who was influential in your early years in encouraging your literacy? What did this person do? What helped you learn to read and write? What would you do differently if you were the influential person in a child's life?

Requirements: Title Page, 12 pt. font, Times New Roman, Double Spaced, Word Doc
Refer to "Assignment Submissions" to send as the example provided:
drodriguez4313-Literacy Reflection

Tutoring Project: (Due: Ongoing/ monitor your schedules!)

Each student will be required to perform **six** designated tutoring (Session 2) modules to one Alpine ISD student and **two** 30 min. (in our class) strategy demonstrations (MC-students need to find a cooperating school).

Each tutoring session will be designed and delivered by the student(s) as various comprehension strategies are explored in the class.

(Stay tuned for your demonstration assignment dates!)

Remember, you will be responsible for ALL 6 tutorial Session 2 modules (a Field Experience Component).

Description/ Theme of Tutoring Modules:

1. Monitoring Comprehension (H & G, Ch. 6)
2. Background Knowledge/Making Connections (Ch. 7)
3. Question Generation (Ch. 8)
4. Visualizing/ Inferring (Ch. 9)
5. Determining Importance in Text (Ch. 10)
6. Summarization/ Synthesis (Ch. 11)

Description of Session 1 (In class demonstrations):

- **Mondays** will be utilized to learn about, discuss, and take notes on the assigned comprehension strategy. (Weeks 5-10)
- If you are not presenting on any given Wednesday, you will work on your Lesson Plan that accompanies the Tutoring Module that you will use to work with (tutor) a student in the field.
- Students assigned to present in our ED 4313 class, will create a way to demonstrate the assigned strategy the next class day (*Wednesdays*).
 - Your demonstration must not exceed 25 minutes! Your group is responsible for providing the class with necessary materials, readings, and **lesson plans**.
 - I will provide sticky notes, anchor charts, and markers.
 - Weeks 5 -10 demand you to be present in class. ***If you are not in class on Mondays and Wednesdays during week 5 –week 10, you will not receive full credit for the Session 2 section you missed that pertains to the Tutorial Modules. Only absences with a doctor’s note will be granted full credit and modifications to present your session to me in my office with an accommodating date. However, you must be prompt with Session 2 student tutorials.***
 - Remember, you are working with a **real student** who needs help, so you need to view and practice how to conduct reading comprehension strategies and lessons.
 - Conducting these strategies is the center of the course! Be present!
 - **Stay tuned for your Session 1 assignment dates!**
 - You will be assigned **two** Session 1 demonstrations (in class).
 - Remember, you must submit and provide a Lesson Plan for these demonstrations.
 - (Provide all necessary copies and materials for your classmates).
 - Use time wisely and plan accordingly.
 - Reminder:
 - If you are not presenting on a designated week, use your time wisely,
 - and work on your Field Experience Lesson Plans accordingly.
 - You will submit **six** Field Experience Lesson Plans.
 - You will submit **two** reading strategy class demonstration Lesson Plans.

Description of Session 2 (Field Experience Tutoring):

- You will be assigned one student from Alpine ISD
- (MC find a campus and one student from grades 2-12).
- You will tutor this student by utilizing the strategy lesson techniques you have learned in the course.
- You are not required to conduct every strategy lesson you have learned.
- However, you are required to choose **one** lesson strategy from **each** of the main themes: Monitoring Comprehension, Background Knowledge/ Connections, Questioning, Visualizing/Inferring, Importance, Summarization/Synthesis, **and Tutor your designated student.**
- **Session 2 Requirements:**
 - **Six** Tutoring Sessions (30-45 min.)
 - Detailed SRSU Lesson Plan for each Tutoring Session (6 Lesson Plans)
 - Student artifact(s) from each tutoring session (6 artifacts-composition)
 - Two page reflection about each tutoring session (6 reflection essays)

Field Experience:

Task: You will spend 4 to 8 hours in the field tutoring a student that needs help with reading comprehension. Depending on the student assigned to you, you will tutor at one of the Alpine ISD campuses (Alpine Elementary, Alpine Middle School, or Alpine High School).

If you are a Midland College student, you need to make your own arrangements to find a site (student grades 2-12, depending on your certification).

- **Tutoring sessions should be between 30 to 60 minutes. Try to stay within 30-45 min.**
- **Reminder: Make sure to retrieve/keep the student's artifact for each session.**

Lesson Plan Expectations and Components: Total Lesson Plan Submissions = **8** LPs

- You will submit **TWO (2)** Lesson Plans for the Session 1 component.
- You will submit **SIX (6)** Lesson Plans for the Session 2 component.
- We will discuss the Lesson Plan details in class during Week 4.

Lesson Objectives Section (Details to include in your Lesson Plans):

Writing clear objectives and making students aware of the objectives has a greater influence on student achievement than most other strategies. The students should be given the objectives before the lesson begins. After the lesson, the teacher and students should review the objectives to see if they have been met. If the objectives have not been met, the lesson is not finished. The teacher and students will need to spend more time with the objectives until they have been met.

A clear objective tells exactly, in a single sentence, what a student must do to accomplish what is to be learned. Clear objectives help you, the teacher, keep focused on what is to be taught. Clear objectives help your students understand what is to be learned.

The formula given in Nath & Cohen for writing objectives is:

Objective = (1) The exact learner + (2) the observable or measurable behavior + (3) the circumstances or condition under which the behavior will be measured + (4) the assessment of the behavior.

(1) The exact learner tells who the student will be. (For example, the 2nd period history students, the first grade class, the group reading *Night*.)

(2) The observable or measurable behavior tells exactly what the student will do with the TEKS you will teach. (For example, recall, describe, conclude, classify, design, judge. This will always be a verb. The verb will determine the cognitive level. See Bloom's Taxonomy.) ALERT! ALERT! Make (2) as general and as brief as possible. DO NOT include anything except information from the TEKS.

(3) The circumstances or condition under which the behavior will be measured tells the conditions in which the student will work. (For example, working alone, working in a group, using a calculator, working in a lab, reading from a chart.)

(4) The assessment of the behavior tells how much is enough. (For example, list 3 major events, write 5 interrogative sentences, achieve 90% accuracy on a quiz.)

Here are some examples of clear objectives:

- (1) The 3rd period 10th grade English students will (2) analyze how place and time influence theme (3) working in pairs (4) locating four examples.
- (1) The kindergarten students will (2) select the primary colors (3) from a box of crayons (4) with 100% accuracy.
- (1) The 1st period 7th grade history students will (2) compare the economies of two cities (3) using a Venn diagram (4) listing six similarities.

Before you begin planning a lesson, ask yourself, "What, exactly, do I want my students to learn?" You will use the TEKS to guide you in answering this question.

For example, look again at:

§110.19. English Language Arts and Reading, **Grade 7**, Beginning with School Year 2009-2010.

(b) Knowledge and skills.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Students are expected to:

(C) analyze how place and time influence the theme or message of a literary work.

If you want your students to learn how place and time influence the theme or message of a literacy work, your objective might look like this:

(1) The 4th period 7th grade English students will (2) analyze how place and time influence theme or message (3) reading a passage of fiction (4) underlining three examples.

For this assignment, use the Nath & Cohen four-part formula. **Number the four parts.** Remember that an objective is a behavior that is observable or measurable and reflects the TEKS you are teaching. Write your objective in the appropriate section of the Lesson Plan Model.

In summary, for this assignment

1. Choose the TEKS from your grade and content area that you want to develop into a lesson. Include the complete number and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan Model.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you have chosen.

- **Lesson Plan Assessment Section:**

The objective of this assignment is to give you an opportunity to develop assessments that will help you improve your instruction, thus benefiting your students. Include ways to assess your students during the lesson (informal, formative assessments) so you will know what adjustments or adaptation you need to make to increase their understanding. Include a way to assess your students at the end of the lesson (formal, summative assessment) so you will know whether they have mastered the TEKS or whether you need to re-teach it using a different approach.

- **Lesson Plan Procedures Section:**

The objective of this assignment is to give you an opportunity to use your imagination and creativity to develop engaging activities to effectively and efficiently meet your Lesson Objectives. The TEKS determines WHAT your goal will be. Your imagination and creativity will determine HOW you will reach this goal. Remember to think of ways you can instruct, model, give practice, and give feedback during "practice" or "the learning phase." How will you get your students' attention? How will you monitor your students' progress? How will you know who is understanding? How will you decide what is working? What is your back-up plan if an activity is not working? What is your back-up plan if your technology will not work? How will you know who needs extra practice? How will you provide extra practice for students who need it? What will you do with the students who learn the objective immediately and do not need more practice? What "tools" and materials will be effective? What exercises will stretch the students' intellect? How can you relate your lesson to your students' "real world"? What will you do to insure that all your students have a satisfactory end-game score? How will you review the lesson to see if the objective has been met? Where will you go for activity ideas?

- **A successful lesson plan will include:**

- 1) the objective (What exactly do you want your students to learn?)
- 2) the stated assessment (At the end of the lesson, what exactly do you want your students to do to show they have learned the objective?)
- 3) the hook (Before you begin the lesson, what will you do to get your students' attention and pique their interest?)
- 4) the lesson (What, specifically, in detail, will you do to instruct your students? What specific task will you have your students do during your instruction? Take notes?)

- Create a Venn diagram? Work on a T-chart? Build a model?)
- 5) the guided practice (What, specifically, will you have your students do together as a class to give them some practice with the objective you want them to learn? Separate examples from non-examples? Work through the steps of a math problem? What specifically will you do in your role as academic coach?)
 - 6) the independent practice (What, specifically, will you have your students do independently to give them some more practice with the objective you want them to learn? What specifically will you do in your role as academic coach?)
 - 7) the summative assessment (Did your students show they had learned the objective? What, exactly, did you learn as a result of the assessment? Analyze the data. Reflect. What did you do? What did your students do? How effective was the lesson? What can you do to improve the effectiveness of your lesson?)

In summary, for this assignment you will:

Write the procedures for your lesson on the Lesson Plan Model. Organize the lesson **step-by-step**, number the steps, and write a script to use as you progress through the lesson. Be detailed and specific.

Chapter 4 Notes:

This chapter is vitally important as it discusses the tools for active literacy and the dynamics of comprehension instruction. You must take notes! You may hand write or type notes about each section/subsection of this chapter. Be specific. If you handwrite your notes, you must scan them and submit them via Blackboard Discussion Board Thread: **Chapter 4 Notes and Feedback** by Sept. 16/WK 3) (midnight). Then respond to one peer. Be specific when providing feedback (min. 150 words) by Sept. 23 (midnight). How does your peer challenge or expand your thinking about the chapter?

Chapter 5 Notes/VoiceThread:

Take notes (any medium) and discuss significant learning (VoiceThread) about Chapter 5: Text Matters. Make sure you discuss how you plan to utilize your findings within your Tutoring sessions and future classrooms in the VoiceThread. I will go over VoiceThread with you in class.

Be descriptive, precise and concise. No longer than 10 minutes.

Post on Blackboard/ Discussion Board Thread: Chapter 5 Notes/VoiceThread by Sept 23/Wk 4 (midnight). Then respond to one peer. Be specific when providing feedback (min. 150 words) by Oct. 1 (midnight). How does your peer challenge or expand your thinking about the chapter?

Session 2 Literacy Reflection Essays:

(You will submit six total reflections. Pay attention to assigned due dates!)

You will write a two page double-spaced reflection paper about each Tutoring Session.

- What were your findings?
- What were your strengths as a teacher?
- How could you have made the learning experience more beneficial to both you and the student?
- Did the comprehension strategy prove to be effective for the student? How, so?

These questions are included to help you brainstorm on the experience. Please add any additional information that helps you GROW AS A LEARNER.

Submit your Reflections in Word on the assigned dates! **Submit to Blackboard always!**

Chapter 12, 13, 14, and 15 Artifact and Presentation:

Each Wednesday beginning on WK 11, you will present your Artifact/ Comprehension Technique that pertains to the Chapter assigned for that week. You will only have 10 minutes to present with your Session 1 Partner. You may not go over your time, so choose the most **important/pertinent** information you found helpful in the chapter.

- **What do you do:**
 - Utilize one or more Comprehension Strategies you learned about in Ch. 6-11(In other words practice the strategies you learned about in Ch. 6-11 to demonstrate your comprehension of chapters 12-15).
 - Create an Artifact that demonstrates your understanding of the Chapter (12-15).
 - You may incorporate insights from your tutoring experience!
 - If you are reading the Chapters Prior to Class, you should have plenty of class time to create artifacts!

Beginning Week 11-15:

- **Mondays** you work on Artifact and 10 min. Presentation
- **Wednesday:** You Present! 10 min.
- Have Fun with this section of the course!

FYI: This equals four Group Presentations with an Artifact (10 Min.)

If you are absent or your partner completes all the work/presentation, you will NOT receive credit for that assignment/day. Please share the responsibilities. If your partner does not help, reach out.

Final Reflection:

You will be required to write a detailed reflection of your learning during this course. Include in your discussion an evaluation of the text, class discussions and experiences, assignments, and discoveries you made during this course. Please respond to the following questions:

- Which experiences in this class had the greatest impact on your learning?
- How did the course contribute to changes in your thinking?
- How did incorporating PDAS and TExES standards within this course assist you in your professional development and learning experiences as a pre-service teacher?
- In addition, provide your rationale for the grade you believe you earned in this class. Please include issues of professionalism, attitude, effort, participation, attendance, work ethics, etc.

Class Participation:

Class Participation is Ongoing.... A variety of approaches will be included in class participation, which includes discussion, small group assignments, student presentations and your **attendance**.

ASSIGNMENT SCHEDULE

NOTE:

- Complete assigned readings and homework prior to class and bring textbooks and materials to class.

Course Meetings Activities/Projects	Guiding Questions, Readings, Topics, and Responsibilities Always read your chapters prior to attending class.
WK 1 August 27	<p>Course Overview Discuss Literacy Reflection Essay Guidelines (Details in Syllabus under assignment descriptions)</p> <p>Need to purchase text book and a composition notebook (for student artifacts)</p>
Wed. August 29	<p>Reading is Thinking Strategies that Work: Ch. 1 Reading Is Thinking Read prior to attending class!</p>
WK 2 September 3	Labor Day/ No Class
Wed. September 5	<p>Reading is Strategic Strategies that Work: Ch. 2 Always read prior to attending class.</p>
WK 3 September 10	<p>Effective Comprehension Instruction: Teaching, Tone, and Assessment Strategies that Work: Ch. 3 Read prior to class.</p>
Wed. September 12	<p>Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction Strategies that Work: Ch. 4 Everyone must read this chapter carefully! You will submit notes on Bb for each section of this chapter. Notes due on Blackboard/ WK 3: Sunday, Sept. 16th by midnight. Peer Feedback on Bb discussion thread due Sept. 23/WK4 by midnight. If your notes are handwritten, you must scan and submit them to Bb. Reminder: Bring your laptops to class on Monday, Sept. 17th!</p>
WK 4 September 17	<p>Text Matters: Choice Makes a Difference Strategies that Work: Ch. 5 Read prior to class. You are in charge of Chapter 5 (On your Own) Assignment: Take Notes on Ch. 5 (Read the assignment description) Learn about VoiceThread (in class) VoiceThread on Ch. 5 Notes due/ WK 4: Sunday, Sept. 23 by mid. Peer Feedback on Bb discussion thread due Sept. 30 by midnight.</p> <p>Students who already know the components of the Lesson Plan and how to write them can work on their Ch. 5 notes and VoiceThread. Use laptops to work on lesson plans or Ch. 5 notes/VoiceThreads/ Discussion Boards etc.</p>
Wed. September 19	<p>Lecture on Lesson Plan Expectations Part II Objectives, TEKS, Assessment, Materials, Procedures, Closure Sample Lesson Plan will be provided. <i>(Following the Inner Conversation)</i></p>

WK 5 September 24	Ch. 6: Monitoring Comprehension: The Inner Conversation Session 1.1 : In Class Preparation Only absences with a Dr. Note will be excused! No Exceptions! Lesson Plan Preparation OR Strategy Lesson Preparation
Wed. September 26	Chapter 6: Monitoring Comprehension Session 1.1 In Class Strategy Demonstration (25 min/ each) Prior to your presentation: Provide each member of the class with a Lesson Plan and necessary materials. Group 1: <i>Noticing and Exploring Thinking</i> _____ and _____ Group 2: <i>Noticing When We Stray...</i> _____ and _____ Group 3: <i>Read, Write, Talk</i> _____ and _____ Reminder: No longer than 25 minutes. Points will be deducted for presentations that go over their time. We must keep the pace.
Session 2.1	Due Date: Sunday, Sept. 30 by midnight! Ch. 6: Monitoring Comprehension: The Inner Conversation Session 2.1: In the Field Tutoring Plan accordingly! Due: Session 2.1 Lesson Plan, Reflection Essay 1 and Artifact 1 (via scan) Lesson Plans must follow the Word Doc Template Reflection Essays must be typed in a Word Doc only! Student Artifacts (Composition Notebooks) must be scanned All three components are due on Blackboard only! Always! FYI: You need to complete ALL REQUIREMENTS for Session 2.1 including: 30-45 minute Tutoring Session 1 (Manage your time and schedules) Lesson Plan 1: Monitoring Comprehension The Inner Conversation Reflection Essay 1 (Two pages, Times, DS) Student Artifact 1-Scan Submission (All due Sept. 30 on Bb/ WK5 by midnight)
WK 6 October 1	Ch. 7: Activating and Connecting to Background Knowledge Session 1.2 In Class Preparation (Use class wisely) No absences! Lesson Plan Preparation or Strategy Lesson Preparation
Wed. October 3	Session 1.2: In Class Strategy Demonstration (25 min./ max) Prior to your presentation: Provide each member of the class with a Lesson Plan and necessary materials. Group 4: <i>Beginning to Make Connections</i> _____ and _____ Group 5: <i>Noticing and Thinking About New Learning</i> _____ and _____ Group 6: <i>Rethinking Misconceptions</i> _____ and _____

<p>Session 2.2</p>	<p>Due Date: Sunday, Oct. 7/WK 6 by midnight! Ch. 7: Activating and Connecting to Background Knowledge Session 2.2: In the Field Tutoring Plan accordingly! Due: Session 2.2 Lesson Plan, Reflection Essay 2 and Artifact 2</p> <p>FYI: You need to complete ALL REQUIRMENTS for Session 2.2 including: 30-45 minute Tutoring Session 2 Lesson Plan 2: Activating and Connecting to Background Knowledge Reflection Essay 2 Student Artifact 2 (All due Oct. 7 on Bb/ WK 6 by midnight)</p>
<p>WK 7 October 8</p>	<p>Ch. 8: Questioning: The Strategy That Propels Readers Forward Session 1.3 In Class Preparation No absences! Lesson Plan Preparation or Strategy Lesson Preparation</p>
<p>Wed. October 10</p>	<p>Session 1.3: In Class Strategy Demonstration (25 min./max) Provide each member of the class with a Lesson Plan and necessary materials.</p> <p>Group 7: <i>The More We Learn, the More We Wonder</i> _____ and _____</p> <p>Group 8: <i>Responding to Beyond the Line Questions.</i> _____ and _____</p> <p>Group 9: _____ and _____</p>
<p>Session 2.3</p>	<p>Due Date: Sunday, Oct. 14/WK 7 by midnight! Ch. 8: Questioning: The Strategy That Propels Readers Forward Session 2.3: In the Field Tutoring Plan Accordingly! Due: Session 2.3</p> <p>FYI: You need to complete ALL REQUIREMENTS for Session 2.3 including: 30-45 minute Tutoring Session 3 Lesson Plan 3: Questioning: The Strategy That Propels Readers Forward Reflection Essay 3 Student Artifact 3 (All Due Oct. 14 on Bb/ WK 7 by midnight)</p>
<p>WK 8 October 15</p>	<p>Ch. 9: Visualizing and Inferring: Making What's Implicit Explicit Session 1.4 In Class Preparation No absences! Lesson Plan Preparation or Strategy Lesson Preparation</p>
<p>Wed. October 17</p>	<p>Session 1.4: In Class Strategy Demonstration (25 min./max) Provide each member of the class with a Lesson Plan and necessary materials.</p> <p>Group 1: Your Choice! _____ and _____</p> <p>Group 2: Your Choice! _____ and _____</p> <p>Group 3: Your Choice! _____ and _____</p>

<p>Session 2.4</p>	<p>Due Date: Sunday, Oct. 21/WK 8 by midnight! Ch. 9: Visualizing and Inferring: Making What’s Implicit Explicit Session 2.4: In the Field Tutoring Plan Accordingly!</p> <p>FYI: You need to Complete ALL REQUIREMENTS for Session 2.4 including: 30-45 minute Tutoring Session 4 Lesson Plan 4: Visualizing and Inferring: Making What’s Implicit Explicit Reflection Essay 4 Student Artifact 4 (All Due Oct. 21 on Bb/ WK 8 by midnight)</p>
<p>WK 9 October 22</p>	<p>NO MIDTERM!!! Ch. 10: Determining Importance in Text: The Nonfiction Connection Session 1.5 In Class Preparation No absences! Lesson Plan Preparation or Strategy Lesson Preparation</p>
<p>Wed. October 24</p> <p>Group 4: Your Choice! _____ and _____</p> <p>Group 5: Your Choice! _____ and _____</p> <p>Group 6: Your Choice! _____ and _____</p>	<p>Session 1.5: In Class Strategy Demonstration (25 min./max) Provide each member of the class with a Lesson Plan and necessary materials.</p>
<p>Session 2.5</p>	<p>Due Date: Sunday, Oct 28 by midnight! Ch. 10 Complete ALL THE REQUIREMENTS for Session 2.5 30-45 minute Tutoring Session 5 Lesson Plan 5 : Determining Importance in Text: The Nonfiction Connection Reflection Essay 5 Student Artifact 5 (All due Oct. 28 on Bb/ WK 9 by midnight)</p>
<p>WK 10 October 29</p>	<p>Ch. 11: Summarizing and Synthesizing Information: The Evolution of Thought Session 1.6 In Class Preparation No Absences! Lesson Plan Preparation or Strategy Lesson Preparation</p>
<p>Wed. October 31</p> <p>Group 7: Your Choice! _____ and _____</p> <p>Group 8: Your Choice! _____ and _____</p> <p>Group 9: Your Choice! _____ and _____</p>	<p>Session 1.6: In Class Strategy Demonstration (25min./max) Provide each member of the class with a Lesson Plan and necessary materials.</p>

<p>Session 1.6</p>	<p>Due Date: Sunday, Nov. 4 by midnight! Ch. 11: Summarizing and Synthesizing Information: The Evolution of Thought 30-45 minute Tutoring Session 6 Lesson Plan 6 Reflection Essay 6 Student Artifact 6 (All due Nov. 4 on Bb/ WK10 by midnight)</p>
<p>WK 11 Nov. 5</p>	<p>Chapter 12: Content Literacy: Reading for Understanding in Social Studies and Science Utilize one or more Comprehension Strategies you Learned in Ch. 6-11 Create an Artifact that demonstrates your understanding of the Chapter. You may incorporate insights from your tutoring experience! If you are reading the Chapters Prior to Class, you should have plenty of Class time to create Artifacts!</p> <p>Each Wednesday, you will present your Artifact with your Session 1 Partner! You will only have 10 minutes to present. You may not go over your time, so choose the most Important/Pertinent Information you found helpful in the chapter.</p> <p>FYI: This equals 4 Group Presentations with Artifact (10 Min.) If you are absent or your partner completes all the work/presentation, you will NOT receive credit for that assignment/day. Please share the responsibilities.</p>
<p>Wed. Nov. 7</p>	<p>Chapter 12: Content Literacy: Reading for Understanding in Social Studies and Science</p> <p>Presentation and Artifact: What did you discover? 10 min. Presentations each group Present with your Session 1 partner</p>
<p>WK 12 Nov. 12</p>	<p>Chapter 13: Topic Studies: A Framework for Research and Exploration</p> <p>Utilize one or more Comprehension Strategies you Learned in Ch. 6-11 Create an Artifact that demonstrates your understanding of the Chapter.</p>
<p>Wed. Nov. 14</p>	<p>Chapter 13: Presentation and Artifact: What did you discover?</p> <p>10 min. Presentations each group Present with your Session 1 partner</p>
<p>WK 13 Nov. 19</p>	<p>Chapter 14: Reading to Understand Textbooks</p> <p>Utilize one or more Comprehension Strategies you Learned in Ch. 6-11 Create an Artifact that demonstrates your understanding of the Chapter. You will present your Chapter 14 Strategy on Mon. Nov. 27 Use your time wisely.</p>
<p>Wed. Nov. 21</p>	<p>Thanksgiving Break Begins! No Class!</p>
<p>WK 14 Nov. 26</p>	<p>Chapter 14: Presentation and Artifact: What did you discover? 15 min. Presentations each group Work with your Session 1 partner</p>

Wed.	Nov. 28	Chapter 15: The Genre of Test Reading
Utilize one or more Comprehension Strategies you Learned in Ch. 6-11 Create an Artifact that demonstrates your understanding of the Chapter. You may incorporate insights from your tutoring experience!		
WK 15	Dec. 3	Chapter 15: Presentation and Artifact: What did you discover?
15 min. Presentations each group Work with your Session 1 partner		
Wed.	Dec. 5	Last Class Day/ TBA
WK 16	Dec. 10	Finals Week Final Exam: I will upload the final exam Dec. 5. It is to be completed on your own time. The final is due Dec. 12 at 2:30 p.m. If you have an A, and less than 2 absences... You are exempt from the Final! Congratulations!

Grading Policies and Guidelines

Below you will find the criteria for determining your final grade.

Assignments	Weights/Points	Due Dates
1 Literacy Reflection Essay	5%/ 50 pts	WK1/ Sept. 2 midnight
2 Session 1: Strategies (2@50 pts/ea.)	10%/ 100 pts	Ongoing/ View Assignment Schedule
3 Session 2: Tutoring Project (6@50 ea)	30%/ 300 pts	Ongoing/ View Assignment Schedule
4 Lesson Plans (8@ 25 ea)	20%/ 200 pts	Ongoing/ View Assignment Schedule
5 Ch. 4 Notes & Peer Feedback WK 3	2.5%/ 25 pts	Notes: Sept. 16 midnight & Peer: Sept. 23
6 Chapter 5 Notes/VoiceThread WK 4	2.5%/ 25 pts	VoiceThread: Sept. 23 mid & Peer: Sept. 30
7 Session 2 Reflections (6@ 10 ea)	6%/ 60 pts	Ongoing/ View Assignment Schedule
8 Tutoring Artifacts (6 @ 10 ea)	6%/ 60 pts	Ongoing/ View Assignment Schedule
9 Ch.12-15 Artifact & Presentation (4@25)	10%/100 pts	Ongoing WK11-15/ View Schedule
10 Final (on a Tuesday!)	8%/ 80 pts	WK 16/ Dec. TBA
Total	100%/ 1,000 points	

Standard grading scale:

A= 900-1000 POINTS – Exceeds Expectation

B= 800- 899 POINTS – Proficient

C= 700- 799 POINTS – Acceptable

D= 600- 699 POINTS – Emerging

F= less than 600 POINTS – 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 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 assignment. Projects must be of highest scholarly level.
- “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 assignment. Submitted projects must be at a proficient level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor’s expectations. Rarely contribute constructive comments and questions that expand and enrich the assignment. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

Written Assignment Requirements:

- 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. Handwritten notes will only be accepted as scanned PDFs. **Times New Roman/ 12 inch margins/ double spaced/ APA format, unless otherwise noted.**

Submission of Assignments:

Use the following guidelines 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: dirodriguezED4313-Literacy Reflection

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 class),
- 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: Adhere to the SRSU attendance guidelines. Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 4313 are expected to be on time and in class each class period. **DO NOT BE TARDY!** Attendance is a major requirement in the field of professional education.

- In addition, students who are absent must take the initiative to contact me at drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed.
- The instructor will drop a student from the course when the student has six class absences. Remember that each class is 90 minutes long which equals to 1.5 absences when not in class.

Class Etiquette:

Cell phones must be turned off or on silent. Unless we are using phones, put your phones away! Refrain from text messaging in class.

I do not mind snacks. Do not bring food to class.

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

SRSU DISABILITIES SERVICES
<p>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.</p> <p>Students seeking disability services must contact Mary Schwartze, M. Ed.; L. P. C., in 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</p>

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 based on the needs of the students.

Prepare to be flexible! This is a high quality teacher skill!