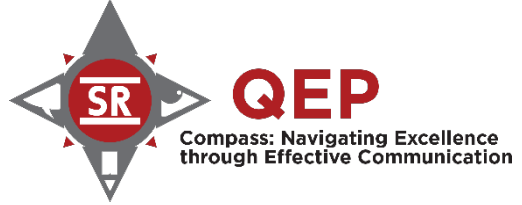


**ED 4314.001 – [Reading Skills for Content Subjects]
Fall 2019
Course Syllabus**



Instructor:	Diana Rodriguez
Co-Instructor	Rebecca Garcia
Office Hours:	M/W 9:00 a.m.-12:00 noon; T/TR 9:00 a.m. – 11:00 a.m. Rebecca Garcia Email for appointment.
Office Location:	MAB 305
Telephone:	(432) 837-8433
Email Address:	drodriguez5@sulross.edu rpg13ya@sulross.edu
Class Schedule:	Web Delivered
Classroom Location:	MAB 308
Required Texts:	McKenna, M. C. & Robinson, R. D. (2014). <i>Teaching through text: Reading and writing in the content areas (2nd ed.)</i> . Pearson ISBN:0132685728 or ISBN-13: 9780132685726
Required Software:	You are to purchase the Certify Teacher software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. To purchase the software, have your credit card ready and go to: http://www.certifyteacher.com

Section I. Introduction

This course will focus on methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, mathematics and other content subjects. The core subject that the student will focus upon will align to the content area and/or grade levels sought for initial certification.

A variety of instructional approaches will be integrated in the course that include writing, discussion, cooperative groups, media presentations, student presentations, lectures, and observations in K-12 classrooms.

Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

Section III. QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

The student will take an assessment in regards to the QEP mapped course. TBA (required)

Section IV. Course Objectives

The student will be able to:

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

Section V. Student Learning Outcomes

Upon completion of this course, students will:

- Define the role of content literacy instruction/instructor.
- Explain the responsibilities of the content area teacher.
- Through observation, examine literacy skills that are used in core content area classrooms.
- Discern literacy practices, which students can transfer to each content area.
- Describe the role of motivation in promoting literate behaviors and success in content classrooms.

Texas Education Agency Standards:

Standard VI: *Reading Fluency*: Teachers understand the importance of fluency to reading comprehension and provide 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 IX: *Writing Conventions*: Teachers understand how young students use writing conventions and how to help students develop those conventions.

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, and analyze, evaluate, and produce.

Section VI. Course Requirements and Grading

Attendance Policy:

You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site three times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

- Spend 10 hours preparing for your content exam with Certify Teacher in Study Mode and Flash Cards. You are to purchase the **Certify Teacher** software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. If the page with the TExES Certification Practice Tests does not open immediately, click on Products, then TExES Certification Practice Tests (if you don't see your content test, click "Click here to see all TExES Certification Practice Tests"). Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.). When you find the right test for your area, click on the *online* version **that costs \$88**. The Certify Teacher software consists of three modes: Study, Flashcards, and Practice Test. As soon as you have your software, begin working immediately in Study Mode and Flash Cards only. If the software prompts you to take an initial exam, then do so. Once you take the initial exam, Certify Teacher will create a study plan for you. You will need to clock ten hours in Study Mode and Flash Cards during this course. The dates when I will check and give credit for each 2-hour practice time in Study Mode are on your Course Calendar. Credit will only be given if you have completed a full 2-hour time for each due date. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. Do not use EXAM Mode at this time! You will not be given credit for any minutes you spend in exam mode. Using the practice exams as a study tool now will invalidate the results when you take the initial certify teacher exam at the end of block I. Remember, that you are given a diagnostic exam when you purchase the software.
- Read, examine, reflect on, and evaluate a variety of resources.
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.
- Demonstrate correct usage of American Psychological Association (APA) documentation. **(More information about APA will be discussed in a video)**. Get help from the Tutoring Lab.
- There are **no incompletes** given in this course. See *grading* section.
- Email is the best way to contact me. Please contact me for help with course content issues, as my goal is to help you have a successful learning experience.

- Print your ETS content study guide the first week of class and place in a binder. You will be working with the study guide throughout the course.

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 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.

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 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

Next Rule>>

TITLE 19 ***EDUCATION***

PART 7 ***STATE BOARD FOR EDUCATOR
CERTIFICATION***

CHAPTER 228 ***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

[Next Page](#)

[Previous Page](#)

Requirement	Points Possible	Due Date	Grading Scale
Homework, participation, in-class activities			Entire Course A = 900-1000-Exceeds B = 800-899- Proficient C = 700-799- Acceptable D = 600-699- Emerging F = < 600- Unacceptable
WTLJ Peer Feedback (QEP Rubric) on Bb	155	Ongoing/be present	
Writing to Learn Journal (10 @ 10 pts/ea.)	100	Journal Post: Saturdays Peer Response Post: Sundays View Calendar for dates/times	
Letter of Introduction	25	Sept. 1/ WK 2/ Bb	
Lesson Plan	50	Nov. 9/ WK 11/ Bb	
Digital Lesson Demonstration	100	Nov. 23/ WK 13/Bb	
WTLJ #10 Media Presentation 	200	Oct. 26/ WK 9Bb	
Field Experience Reports (5 @ 20 pts/ea.)	100	Review Calendar for due dates	
Field Experience Log	20	Nov. 21/ WK 14	
Lesson Plan Peer Reviews & Reflective Narrative	50	Dec. 1/ WK 15/ Bb	
Certify Teach 600 min. / 10 points per hr.	100	Dec. 1/ WK 15 midnight	
Certify Teacher Exam/Final	100	Dec. 10/ WK 15 Subject to change if necessary	
Possible Points	1000		

Section VII. Course Assignments

Homework, participation, activities: (Ongoing).

Students are expected to participate on the Coursework Share link on Blackboard. Activities will be assigned weekly and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary, written reflections, Writing to Learn Journal Media Presentations (WTLJ), reading response activities, technology activities, and other appropriate assignments. Students will lead and/or participate in weekly discussions about the readings, WTLJ, and QEP Rubric. I recommend that you save and organize your work in this course in a digital or manual binder. This binder will become a useful tool of pedagogy in your future career.

Letter of Introduction -- Classroom Teacher: (Due: Sept. 1/ WK2 on Blackboard)
Print a hard copy for your cooperating teacher to deliver during the Meet & Greet:
Elementary: Sept. 10 at 3:45. Middle: Sept. 9 at 3:45. High: Sept. 11 at 3:45. (all levels will meet in buildings' library)

Dress Professionally; This is a mandatory meeting.

The objective of this assignment is to build a professional relationship with the teacher in whose classroom you will be observing. To do this you will write a letter to introduce yourself to him or her. Include the following:

1. Salutation -- Dear Classroom Teacher (use teacher's name if known)
2. Introduce yourself -- name and contact info; home town; why you chose education
3. To give the teacher an idea of your background list the education courses you have already taken and write a sentence or two to summarize what you learned in each.

Include the title of each course. If this is your first semester to take a course in education, include that information.

4. Ask permission to conduct the teacher interview (see the Pyramid of a Professional assignment).
5. Describe what you are required to do during your 10 hours of observation -- a) complete the focused observation reports; b) interact with students as allowed or encouraged by the classroom teacher; c) perform other related tasks as directed by the classroom teacher.
6. Indicate your willingness to engage in other activities suggested by the classroom teacher.
7. Describe what you hope to learn from the 10 hours of observation.
8. Closing -- include your signature.

You must take your letter to the tutorial center to be revised and edited prior to submitting. One grammatical mistake will omit you from receiving any credit.

Field Experience Reports (APA Format): 5 @ 20 points each= 100 points

FYI: Each checklist is equal to 2 hours of observation
(Therefore, **plan to observe in two-hour increments.**)

5 Field Experience Reports = 10 hours of observation

Download the document from Blackboard under the “Course Documents” link to help guide your observations. Write your report using Times New Roman; 12-point Font; Single Space.

The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.

During the observations, you will use the observation guidelines to help you focus your observations. You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment you are observing.

The focus of the field experience is not about evaluating teachers. Rather, it is about student engagement and classrooms being “learner centered.” What effects do different aspects such as activating prior knowledge or beginning class promptly – have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?

Review the Observation Guidelines document prior to your classroom visits. If the situation is not conducive to completing the checklists during the time, you are in the classroom, complete them as soon after the observation as possible. Utilize what you are learning in ED 3302 and ED 4314 to engage actively in observations and field experience Reports.

Remember that you are a guest in the school. Behaviors that will make you a welcome guest include:

- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Males should not wear earrings. Females should not wear huge, distracting earrings.
- Tats should be covered and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag.
- Sign in at the main office. Knowing who is on campus at all times is part of keeping students safe.
- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others are. Some days might not be good at all. Attempt to set up your observation days and times during your initial (meet & greet) visit with the teacher. Find out how the teacher wants to communicate email, text, or phone. **ALWAYS notify** the teacher if you have to change your plans and will not be able to observe when you had planned to observe.
- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Bring your Checklist and a pen or pencil for writing notes. Review the Checklist prior to your visit to help you focus.
- Participate or interact with the students if invited to do so. **Let the teacher know prior to your visits that you are willing to help in any way you can.**
- If you use any of the classroom materials, be **ABSOLUTELY, POSITIVELY, COMPLETELY, and TOTALLY** sure that you return them to the appropriate place and that you **NOTIFY THE TEACHER** that you have done so. If items disappear, you do not want to be blamed.
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.
- Complete your Field Reports and submit to Blackboard.
- Use Times New Roman/12 pt. font.; 1-2 pages
- Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)

Due Dates: (**All Field Reports Essays are due on Sunday by midnight**). Use the report headers to complete your Reports/Essays in APA Format. **More information will be provided in a video.**

Field Report #1: Oct. 20 /WK 9

Field Report #2: Oct. 27/ WK 10

Field Report #3: Nov. 3 / WK 11

Field Report #4: Nov. 10 /WK 12

Field Report #5: Nov. 17/WK 14

Schedule accordingly and plan wisely.

Please be advised that an audit is conducted based on your observations and Field Reports in ED 3302 and ED 4314. Remain punctual and professional.

Field Experience Log: Due: Thursday, Nov. 21/ WK 14:

FYI: hand-deliver, mail, or put under my door, as the Education Dept. must have original teacher initials.

The classroom teachers whose students you observe will initial the Field Observation Log and it documents your ten hours of classroom observations. It is a **TEA requirement** that will be filed in your permanent SRSU folder as proof of your classroom observations. **In order to receive a grade for this course, the Field Observation Log must be completed and turned in to me by Nov. 21.**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in MAB 305-C during my office hours, slide it under my door if I am unavailable, mail it to me if you are an MC student: Diana Rodriguez, SRSU, Education Department, Box C-115, Alpine, TX 79832. MC students need to scan and email a copy to prevent late credit. However, make sure you mail the original to me by Nov 21, as it is an official TEA document.

Certify Teacher Study Mode: Ongoing...Plan Accordingly.

600 min. Due no later than Dec. 1 by midnight.

You will take the CT Exam on Dec. 3 (subject to change if necessary)

You must arrange a time to take the exam in our office if you need more time than what is allotted during the proctored exam on December 3. More details will be provided later.

The objective of Certify Teacher is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I, you are to work in Study Mode only. You must supplement with the Pearson Study Manual (required) and passthetexas.com workbook (optional).

Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam. If you do not log onto the site regularly, your program will be deactivated. Should this happen, you must contact the company in order to re-activate it. You will need to re-activate the program approximately once a month. You only pay for the program once and you may keep it as long as you need it until you pass the TExES Test.

To start practicing with the program, follow these steps:

1. Open Certify Teacher and take an initial exam (this will give you data and a personalized study guide)
2. After your initial exam you always enter CT in "Study Mode."
3. Click "See Explanation" on the bottom right of the screen.
(As you answer the questions, the explanations for the answers will appear on your screen. Study the explanations. Knowing the "why" of the answer will help you remember it.)

During the semester, you will be given points for study requirements. If you have not completed the requirement, you will not receive points. Points for partial completion of this assignment will not be given. Points will only be given for required time spent in Study Mode and Flash Cards as you must pass your content area exam.

I will add your points in the grade book under Study Mode at the end of the semester. You will not need to submit anything to Blackboard for this assignment. I will check your times through the Certify Teacher Database.

You will take a CT exam the last class day. You must score a 260 or higher to be given test approval for your official content exam. You will have three opportunities to test on CT. If you exceed these opportunities, other remedial growth plans will be put in place to help you pass your content exam. You must pass your content exam before you can register for Block III (Student Teaching). No exceptions. If

you are given test approval and you do not test between Sept. 1 and May 31, your approval will be removed. No test approvals are given June 1-August 31, unless you failed your first attempt.

Lesson Plan (you must integrate LITERACY) and a Reflective Narrative:

Throughout this course, we will discuss the importance of knowing whom our students are in order to provide effective instruction for them. You will write an instructional lesson plan that delineates how you would teach and support students' literacy and content learning. Use your content areas and language standards. Your plan must take into account the students' needs and accommodations.

You will complete one lesson plan based on your content area.

Again, this course is meant to help you learn how to integrate literacy (reading, writing, listening, speaking, researching) in your content area.

Your lesson plans will be graded with the SRSU lesson plan rubric. In addition, my evaluation of your lessons will look for:

- Establishing and maintaining high expectations for learners
- Using instructional strategies to facilitate learning and literacy
- Providing content for learners

Writing the Lesson Plan Guidelines:

The objective of this assignment is to give you an opportunity to develop a lesson plan to teach. Use the Sul Ross Lesson Plan Model found on the main menu in Blackboard. You will develop the lesson plan, step-by-step. This lesson plan requires a demonstration as it will be expected of you daily in the real classroom.

On the lesson plan model, first fill in the Subject/Grade Level and the Created By spaces. As you develop the lesson, fill in the other spaces (Lesson Title; Lesson Goal, etc.). Next, copy and paste into the appropriate space on the lesson plan form the TEKS that you have chosen to teach. Now you are ready to develop your Lesson Objectives.

Lesson Objectives:

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.) 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 at:

§110.19. English Language Arts and Reading, **Grade 7**.

(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:

I 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:

- (3) 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:

3. Choose the TEKS from each content that you want to develop into a lesson. Include the complete number(s) 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've chosen.

Please be prompt with this assignment. **If you are absent the day of your Lesson Plan Demonstration, you will not receive credit.**

After you have written your Lesson Plan, you will reflect and respond to the readings and class discussions that have informed your instructional lesson plans. The purpose of the reflection is to deepen your understanding of the readings and topics explored, as well as prepare you for discussions and Lesson Planning. Below you will read the description of the Reflective Narrative expectations.

Reflective Narrative on Digital Lesson Demonstration: (Aligned to your Lesson Plan)

The reflection should be a typed 2-3 page reflection (double-spaced) and should follow APA format. You are not to summarize the readings. Dig deeper. This is a space for you to raise questions, explore and react to issues raised in the readings and in class, and to connect the readings to your own experiences. I want to know what the readings make you think about, your new insights, and any questions or wonderings you have. In your paper, you need to cite the readings that helped develop your thoughts and growth. Include an APA reference page of the readings you used at the end of your reflection.

Reflection Narrative goals:

- Becomes a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical frameworks of learning about reading and writing in the content areas.
- Show/demonstrate a reflection about your dispositions, knowledge, and practices.
- Clearly demonstrate that you have read each assignment thoughtfully and carefully.

If you are in ED 3302, you also write a reflective narrative. However, in ED 3302 the reflective narrative pertains to the Lesson Study you conducted in the field. In ED 4314, you reflect on your own digital lesson.

Digital Lesson Plan Demonstration: A content specific lesson plan that integrates literacy through the medium of digital presentation...

You will present your Lesson Plan through any digital platform of your choice except PPT. Use a reading/writing strategy informed by the English Language Proficiency Standards (ELPS). The digital lesson demonstration will be approximately 10 minutes. Plan accordingly. Engage and help your future

students know how to integrate literacy in your content. Do not exceed 12 minutes. Learning how to pace your lesson will be a skill that takes practice. If you want to know more about the theory behind digital mini lessons you can find more information by researching the “Flipped Classroom Model” or Khan Academy to see how other educators use digital platforms to present lessons.

Writing to Learn Journal: 10 Media Presentations: ✨

A reflective practitioner develops habits of responding to professional readings with intentional, consistent, and reflective thinking. As you read texts and articles for this course, you will utilize strategies with the learner and teacher’s eye for capturing and responding to important insights in the readings. Strive to reveal your understanding, musing, thinking, exploring, and questioning about issues, approaches, and methods posed by the material.

When you use writing to reflect intentionally and systematically about the readings, you will:

- Make new connections;
- Articulate your beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Imagine practices that reflect current theory.

What will you do? Every week, you will create a Media Presentation by reflecting on the assigned chapters in your text and apply your content to the chapter concepts. You will integrate your content by selecting a TEK(S) in your content as a framework to apply the chapter concepts. Please integrate thoughtful, tangible responses to the readings you have engaged with in your Writing to Learn Journals. In doing so, you will be able to expand the presentations and peer discussions at a conceptual level.

You will submit 10 Writing to Learn Journals (WTLJ). Each chapter of the text will represent one journal entry. However, you are also required to integrate one TEK based on your content. **I will discuss this expectation in a video.** What you put in to the journal is what you will get out of it. Be constructive. No superficial reflections will receive credit.

WTLJ Post: Media Presentation on assigned chapter and selected TEKS.

Peer Post: Min. 75 words of constructive feedback.

QEP Peer Post: Min. 75 words providing peer feedback by using the QEP rubric. (ongoing)

How the journal works on Blackboard.

1. **You will be required to post your journal for the chapter each week on Saturday, by midnight.** However, you have specific class presentation due dates. Each WTLJ must use the medium of video. You can use Google +, VoiceThread, YouTube, or any other platform that you can upload to the Bb discussion board. You may not upload PPT Presentations with audio links directly into Blackboard. PPTs take up too much space. However, you can use PPT or Google Slides as a platform for the visual presentation, but you will need to embed the file to a video/audio platform like YouTube, Vimeo, VoiceThread, Screen-Cast-O-matic, Screencastify, etc.... You will upload the presentation URL to Bb. Do not upload PPT files. You may embed PPT files in a platform that produces MP4s or URLs.

2. You will need to respond on Blackboard to two students' journal each Sunday, by midnight.

Give feedback, ask questions, give suggestions, provide clarifications, and help each other learn.

You are teachers in the making now. Use the QEP Rubric to give each other feedback.

Final Exam: Certify Teacher Exam (Dec. 3).

Learning is a life-long process and learners are constantly in the process of outgrowing themselves. You too will outgrow yourself as you engage in reading, writing, listening, speaking, and thinking this semester. Many of your thoughts, ideas, and reflections will be captured in your "Writing to Learn Journal and Reflective Narrative", all of which will provide rich resources to help you see where you have "grown your knowing". As a life-long learner, you will chronicle how you have grown as a reader, writer, speaker, listener, and thinker. You will address what you know about learners, the process for both reading and writing, and the significance of reading and writing across the curriculum. Your career will require you to reflect on your knowledge growth.

Section VIII. Policies

Attendance. 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.

Classroom Demeanor. Cell phones must be turned off or on silent. Put them away unless we are using them! Refrain from text messaging in class. No texting in class! Snacks are acceptable. It is up to you to obtain missed notes, handouts, etc. from a peer.

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 on your assignments.

Grading. 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 – become accustomed to using them and they will guide you toward completing assignments that are more effective.

Course Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often, contribute constructive comments and questions that expand and enrich class assignments. 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 class assignments. 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 class assignments. 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 Assignments: (Please do not overlook the 2nd bullet).

- 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!
- If you do not demonstrate/exhibit written professional quality with your assignments then you will be put on a required growth plan to continue in this course.
- 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.**

Late Work. 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 quizzes, exams, and presentations. 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.

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.

Section IX. Notes on University Programs and Services

ADA. It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, psychological, or learning impairment/disability/challenge, please contact the ADA Coordinator for Program Accessibility located in FH 112 or call 837-8203. E-mail: mschwartz@sulross.edu

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.

Technical Support. If you find yourself having technical-difficulties contact Technical Support (837-8888). If you find yourself having content-difficulties please do not hesitate to contact me.

Course Calendar

(This syllabus/calendar is subject to change)

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 you to be successful in the course.

NOTE: Complete assigned readings and homework prior to attending class.

Week	Course Suggested Assignment Timelines	Essential Questions, Readings, Topics FYI: It is your responsibility to read the material/text PRIOR to class.	Assignments/Activities
WK 1	T August 27	Introductions, syllabus overview	
	TR August 29	<p>Chapter 1: Teaching and Learning through Text</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is the meaning of literacy? Why is content literacy not the same as content knowledge? What role do reading and writing play in content literacy?</p> <p>Task 2: QEP Lesson 1: Analyze all the components of the QEP Cardinal Rubric</p> <ul style="list-style-type: none"> • Organization • Content Development • Purpose • Academic Language • Supporting Material • Technique • Review Bb for details (Week 1) <p>Task 3: Complete WTLJ 1 and Respond to two peers using the QEP Rubric.</p>	<p>Activity: Disciplinary Literacy Work on your first Writing to Learn Journal entry (WTLJ) for Ch. 1 Only focus on “Organization” for your WTLJ 1. Remember: You will submit 10 journal entries. One for each chapter by midnight every Saturday. Then a peer post every Sunday by midnight.</p> <p>Due: Aug. 31 WTLJ 1 Due: Sept 1. Peer Posts</p>

WK2	T Sept. 3	<p>Chapter 2: Literacy Processes</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is the role and purpose of prior knowledge in reading and the role of intention in writing? What similarities are shared in reading and writing? Explain their implications for content instruction.</p> <p>Task 2: Complete and submit the “Think Sheet” found under “Coursework Share” WK2.</p>	<p>Due: Intro Letter: Sept. 1</p> <p>Due: Sept. 7 WTLJ 2 Due: Sept. 8 Peer Post</p>
	TR Sept. 5	<p>QEP Lesson 2: “Content Development”</p> <p>Task 3: Complete WTLJ 2 and Respond to two peers using the QEP Rubric.</p> <p>WTLJ #2: For WTLJ 2, you will only focus on “Content Development” using the QEP Rubric.</p> <p>Peer Responses: Use ONLY THE “Content Development” component of the QEP Rubric to provide peer feedback to two peers.</p>	
WK3	T Sept. 10	<p>Chapter 3: Getting to Know Your Students, Your materials, and Your Teaching</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is reading ability? Describe the three dimensions of assessment necessary for content literacy-based instruction.</p>	<p>Due: Sept. 14 WTLJ 3 Due: Sept. 15 Peer Post</p>

		Define: independent, instructional, and frustration reading levels.	
	TR Sept. 12	<p>Chapter 3 Continued...</p> <p>QEP Lesson 3: "Purpose"</p> <p>Task 2: Complete WTLJ 3 and Respond to two peers using the QEP Rubric.</p> <p>Peer Responses: Use ONLY THE "Purpose" component of the QEP Rubric to provide peer feedback to two peers.</p>	
WK4	T Sept. 17	<p>Chapter 4: Teaching for Diversity</p> <p>Task 1: Answer the guiding questions below in "Coursework Share" on Blackboard (Bb).</p> <p>What are the dimensions of diversity present in U.S. classrooms? Why must we be cognizant of the instructional challenges posed by diverse classrooms? How can you develop culturally responsive strategies for better addressing the needs of a diverse classroom?</p> <p>Task 2: Create a diversity map of yourself. Then compare yourself to a colleague. Upload to "Coursework Share".</p>	<p>Due: Sept. 21 WTLJ 4 Due: Sept. 22 Peer Post</p>
	TR Sept. 19	<p>Chapter 4 Continued...</p> <p>QEP Lesson 4: "Academic Language"</p> <p>Task 3: Complete WTLJ 4 and Respond to two peers using the QEP Rubric.</p> <p>Peer Responses: Use ONLY THE "Academic Language" component of the</p>	

		QEP Rubric to provide peer feedback to two peers.	
WK5	T Sept. 24	<p>Chapter 5 Building Prior Knowledge</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb). What is meant by considerate and inconsiderate text?</p> <p>Task 2: Complete in “Coursework Share” This chapter focuses on the “Before Reading” Lesson Plan component. Read the chapter thoroughly and select a TEK in your content. How would you use appropriate techniques to build and activate background and prior knowledge based on your selected TEK</p> <ul style="list-style-type: none"> • Work on the above. Develop your thoughts and share on “Coursework Share”. This activity will serve as a pre-writing strategy for your WTLJ 5. 	<p>Due: Sept. 28 WTLJ 5 Due: Sept. 29 Peer Post</p> <p>Select a TEKS to create your digital Lesson Plan.</p>
	TR Sept. 26	<p>Chapter 5 Continued...</p> <p>QEP Lesson 5: “Supporting Materials” Task 3: Complete WTLJ 5 and Respond to two peers using the QEP Rubric.</p> <p>Peer Responses: Use ONLY THE “Supporting Materials” component of the QEP Rubric to provide peer feedback to two peers.</p>	
WK6	T Oct. 1	<p>Chapter 6: Introducing Technical Vocabulary</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p>	<p>Due: Oct. 5 WTLJ 6 Due: Oct. 6 Peer Post</p>

		Describe the nature and function of words and their relationship to human experience. Construct a graphic organizer for this chapter. Select a TEK and introduce vocab.	
	TR Oct. 3	Chapter 6 Continued... QEP Lesson 6: "Technique" Task 2: Complete WTLJ 6 and Respond to two peers using the QEP Rubric. Peer Responses: Use ONLY THE "Technique" component of the QEP Rubric to provide peer feedback to two peers.	
WK7	T Oct. 8	Chapter 7: Making Reading Purposeful Task 1: Answer the guiding questions below in "Coursework Share" on Blackboard (Bb). What are some reasons for setting purposes prior to reading? Task 2: Based on the chapter: Create a literal, inferential, and critical level question. AND Explain how student created questions can best serve reading assignments. Discuss purpose-setting techniques.	Due: Oct. 12 WTLJ 7 Due: Oct. 13 Peer Post
	TR Oct. 10	Chapter 7 Continued... QEP Lesson 7: "ALL 6 QEP Components" Task 3: Complete WTLJ 7 and Respond to two peers using the QEP Rubric. Peer Responses: Use All 6 components of the QEP Rubric to provide peer feedback to two peers.	

WK8	T Oct. 15	<p>Chapter 8 Reading Guides</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What are advantages to using guides in written form? Defend the use of guides for a wide range of reading selections and for students of both high and low ability.</p> <p>Task 2: Select a TEK and Create a Reading Guide. Upload to “Coursework Share”. Integrate this reading guide somehow in your WTLJ 8.</p>	<p>Due: Oct. 19 WTLJ 8 Due: Oct. 20 Peer Post</p>
	TR Oct. 17	<p>Chapter 8 Continued...</p> <p>QEP Lesson 8: ALL 6 QEP Components</p> <p>Task 3: Complete WTLJ 8 and Respond to two peers using the QEP Rubric.</p> <p>Peer Responses: Use All 6 components of the QEP Rubric to provide peer feedback to two peers.</p>	<p>Due: Oct. 20 Field Report #1</p>
WK9	T Oct. 22	<p>Chapter 9</p> <p>Providing Time to Read: When, Where, and How?</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>Describe effective teacher practices to use during silent reading. Describe team and partner approaches to reading and describe their strengths and limitations. List the difficulties inherent in round-robin oral reading as a means of “covering” the material.</p>	<p>Due: Oct. 26 WTLJ 9 Due: Oct. 27 Peer Post</p>

	TR Oct. 24	<p>Chapter 9 Continued...</p> <p>QEP Lesson 9: ALL 6 QEP Components</p> <p>Task 2: Complete WTLJ 9 and Respond to two peers using the QEP Rubric.</p> <p>Peer Responses: Use All 6 components of the QEP Rubric to provide peer feedback to two peers.</p>	<p>Due: Oct. 27 Field Report #2</p>
WK10	T Oct. 29	<p>Chapter 10: Questioning and Discussion</p> <p>Task 1: Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>Write questions based on the chapter and engage in a peer discussion. Upload your questions and respond to at least two peers on “Coursework Share”</p> <p>QEP Lesson 10: All QEP Components and Peer feedback to three classmates.</p> <p>Task 2: Complete WTLJ 10 and Respond to three peers in the class using the QEP Rubric.</p> <p>Peer Responses: Use All 6 components of the QEP Rubric to provide peer feedback to THREE peers in the course.</p>	<p>Due: Nov. 2 WTLJ 10 Due: Nov. 10 Peer Post/</p> <p>Respond to THREE peers in the class for WTLJ 10. Use the QEP rubric for each peer. Save accordingly so that you provide feedback to the right peer.</p>

	Digital Lesson Plan	Digital Lesson Plan. For this Lesson Plan you will use the SRSU Lesson Plan template. However, instead of presenting a traditional lesson to the class, you will use your Lesson Plan to produce a digital lesson for ED 4314. Again, this is a digital lesson. How you create this lesson is up to you. You just need to make sure you follow your Lesson Plan Template and be creative. You are free to select the digital platform of your choice except PPT. Your digital lesson should be at least 10 minutes and not exceed 12 minutes. Points will be deducted for lessons that exceed 12 minutes. Students must still have a formative and summative assessment. You must also create a rubric to assess the learning.	
	TR Oct. 31	By now you should have selected the TEKS and ELPS for your Digital Lesson Plan. Begin putting the Lesson Plan together.	
WK11	T Nov. 5	Continue working on the Digital Lesson Plan.	Due: Nov. 3 Field Report #3
	TR Nov. 7	Continue working on the Digital Lesson Plan. Upload the Completed Lesson Plan to “Assignment Submissions” on Bb for grading purposes by Saturday, Nov. 9 by midnight. Upload the Completed Lesson Plan to “Coursework Share” on Bb and give feedback to two peers by Nov. 10 by midnight.	
WK12	T Nov. 12	Begin working on your Digital Lesson Demonstration.	Due: Nov. 10 Field Report #4

	TR Nov. 14	Continue working on your Digital Lesson Demonstration.	Due: Nov. 17 Field Report #5
WK13	T Nov. 19	Continue working on the Digital Lesson Demonstration.	
	TR Nov. 21	Continue working on the Digital Lesson Demonstration Upload the Digital Lesson Demonstration to “Assignment Submissions” on Bb for grading purposes by Saturday, Nov. 23 by midnight. Upload the Digital Lesson Demonstration to “Coursework Share” on Bb and give feedback to two peers by Sunday, Nov. 24 by midnight. When you give feedback, use the QEP Rubric.	Due: Nov. 21 Field Experience Log
WK14	T Nov. 26	Study your content on Certify Teacher	
	TR Nov. 28	Study your content on Certify Teacher Thanksgiving Break! All CT hours due Dec. 1 by midnight.	Due: Dec. 1 Certify Teacher 600 min.
WK15	T Dec. 3	Certify Teacher Exam Today during ED 3302. If you need extra time, we will make arrangements accordingly. Bring your laptops. No Make-up	
	TR Dec. 5	Dead Day	
WK16	Wed. Dec. 10	Final Exam: Certify Teacher Exam Score	You must score a 260 or higher to get testing approval for the official content TExES exam. You must pass content exam to get approval for student teaching.