

EDUA 4307 Language Arts in the Classroom
FALL 2022
Course Syllabus



Instructor:	Melissa Wesney, Ed.D.
Office Hours:	Monday & Wednesday 8:00am-1:00pm
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Email Address:	melissa.wesney@sulross.edu
Class Schedule:	Tuesday & Thursday 6:00-7:15pm
Classroom Location:	MAB 308
Required Texts:	<p>Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.</p> <p>Sprenger, M. (2017). 101 Strategies to make academic vocabulary stick. ASCD.</p> <p>American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.</p> <p>Book Study Text: Gratz, A. Refugee. ISBN 9780545880831</p>

Section I. Introduction

A study of the methods and strategies in teaching language arts in the elementary grades. A focus on vocabulary, comprehension, and comprehension development, composition, grammar, and handwriting as it relates to grade level TEKS and guidelines will be covered. Classroom management, instructional materials, curricula and best practice of analysis and response are presented. Activities focus on development of lesson plans, instructional materials, visual aids and assessment of student progress. Opportunities for data-driven and performance-based practices are presented. **Prerequisites: ED/EDUC 4308 and ED/EDUC 3308**

Course Format:

- This is a hybrid 16-week course, with a mix of Blackboard Collaborate/Face-to-Face and online learning activities. Online learning is a very different kind of experience from the traditional face-to-face course. **Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.** Candidates should plan to attend all synchronous class discussions.
- A variety of approaches will be included in the online course delivery that includes synchronous discussion, online discussion, small collaborative group work, student presentations, lecture, and gathering of assessment data. Your ability to devote a *minimum* of 6-8 hours per week to your course work is critical for success.

- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Content concepts and assignments build upon each other and are sequential. If you do not understand concepts introduced each week, the understanding of future ideas and related tasks will become more difficult throughout the semester.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. It is advised that candidates use Smarthinking or Grammarly for written assignments and secure a competent proofreader for all submitted work.
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & 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).

Section IV. Course Objectives

1. Develop and model instructional strategies for teaching foundational components of the Science of Reading to elementary populations to include an emphasis on reading comprehension, oral communication, visual literacy and writing across the content areas.
2. Demonstrate their knowledge in the social studies and English Language Arts content through the development of constructivist learning activities to include the 5E instructional model and project-based learning.
3. Demonstrate knowledge of the role of assessment, key assessment concepts, and the use of assessment results to guide instruction.
4. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction.
5. Understand concepts, principles, and best practices related to word identification skills and vocabulary development.
6. Understand concepts, principles, and best practices related to the development of reading fluency.

7. Demonstrate knowledge of the challenges and supports in a text, factors affecting reading comprehension, research-based strategies for promoting candidates' abilities to apply metacognitive reading comprehension strategies to literacy and informational texts, and the understanding of the role of the teacher to guide close reading and rereading activities.
8. Understand concepts, principles, and best practices related the comprehension of and critical thinking about literacy and informational texts.
9. Demonstrate the integration of technology to actively engage student to infuse one of the 4 C's: communication, critical thinking, creativity, and collaboration.
10. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
11. Examine issues related to multiculturalism and their relevance to teaching elementary candidates to differentiate for culture, ethnicity, and race.
12. Identify and evaluate resources for social studies and English language arts curriculum.

Section V. Student Learning Outcomes

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

STR Standards and Competencies:

- **Domain I:** Comp. 1(001.A, 001.B, 001.D, 001.F, 001.G, 001.H., 001.I, 001.J, 001.K., 001.L, 001.M, 001.N, 001.P, 001.R, 001.S); Comp. 2(002.A, 002.B, 002.C, 002.D, 002.F, 002.H, 002.I, 002.J, 002.K)
- **Domain II:** Comp. 3(003.A, 003.B, 003E, 003.G, 003.H, 003.I, 003.J, 003.K), Comp. 6 (006.H, 006.I, 006.J, 006.K, 006.L, 006.M) Comp. 7(007.A, 007.B, 007.C, 007.D, 007.E, 007.F, 007.G, 007.H, 007.I, 007.J)
- **Domain III:** Comp. 9 (009.A, 009.B, 009.C, 009.D, 009.E, 009.F, 009.G, 009.H, 009.I, 009.J, 009.K, 009.L, 009.M), Comp. 10 (010.A, 010.B, 010.C, 010.D, 010.E, 010.F, 010.G, 010.H, 010.I, 010.J, 010.K, 010.L), Comp. 11 (011.A, 011.B, 011.C, 011.D, 011.E, 011.F, 011.G, 0.11.H), Comp. 12 (012.A, 012.B, 012.C, 012.D, 012.E, 012.F. 012.G, 012.H, 012.I, 012.J)
- **Domain IV:** Comp. 13 (013.A, 013.B, 013.C, 013.D, 013.E, 013.F, 013.G)

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 candidates ;
- (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.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;

- (2) print awareness;
- (3) phonological and phonemic awareness;
- (4) phonics;
- (5) fluency;
- (6) vocabulary development;
- (7) comprehension of literary text;
- (8) comprehension of informational text; and
- (9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development.
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Section VI. Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Students have the ability to effectively use technology to communicate.

Section VII. Course Requirements and Grading

Requirement	Points Possible	Grading Scale
Participation Grade	100	Entire Course A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = below 600
Collaborative Lesson Plan	50	
Discussion Boards	100	
Writing Prompts	50	
Literacy Autobiography	100	
Vocabulary Lesson Plan	150	
Comprehension Questions	50	
Book Study	200	
Midterm Exam	100	
Final Exam	100	
Possible Points	1000	

Section VIII. Course Assignments

Participation Grade (100 points): Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.



Literacy Autobiography Script and Media Product (100 Points): Candidates will design a literature autobiography of their life. You will post a video to Blackboard to introduce yourself as told through pieces of literature. How does/has literature define(d) you as a person and as a literacy educator? Identify factors that contributed to your reading success, or factors that made reading difficult for you. Candidates may use screencastify, screencastomatic, iMovie, MovieMaker, PowerPoint, or any other video production program to complete this activity. The written script for this assignment is meant to provide you with understanding how articulation is critical to your audience receiving your message. Appropriate sentence structure, grammar and usage will be assessed.

2 Discussion Boards (50 Points Each = 100 points): Candidates will participate in discussion board reflections and peer reviews covering text content and class discussion.

2 In-Class Writing Prompts/Questions (25 Points Each = 50 points): Candidates will engage in written responses about course content during class meetings. This assignment will provide practice for prompt writing that addresses critical thinking, data analysis, and application of skills.

Collaborative 5 E Model Lesson Plan (50 Points): Candidates will work in groups to design and share a 5 E Model lesson on a topic of their choice.

Vocabulary Lesson Plan (150 Points): Candidates will develop and deliver a vocabulary lesson integrating using the 5E Model. Candidates will be presenting their lesson in small groups and a peer review will be required for this assignment.

Comprehension Questions (50 points): Candidates will choose a children's picture book or chapter book and construct a 400-word report to include 1) Title and Author 2) Appropriate Age for Use 3) Summary in Own Words 4) 3 Closed Questions 5) 3 Open Questions 6) Coding of Each Question (literal, inferential or critical).

Book Study and Project (200 points): Candidates will engage in a book study that follows the Literature Circles model presented in the text (Daniels, 2004). The book study title is a required text for the course. Candidates will be arranged in groups for discussion purposes and will be responsible for documenting their thoughts throughout the reading. This documentation (journal) will serve as a portion of the credit for this project and can be submitted in various formats. Additionally, each group member will have the opportunity to serve as discussion leader for one of the book study meetings. An outline of discussion questions/prompts will be submitted along with a reflection of the meeting effectiveness. Candidates will also develop a language art project, based on the text, that represents their understanding of the content. A "show & tell" presentation day will be scheduled at the end of the semester as a culminating activity. All

projects are expected to be presented to the class. (Individual Book Study Journal: 70 Points
Group Leader Report: 30 Points Individual Project: 100 Points).

Midterm Exam (100 points)

Final Exam (100 points)

Section IX. Policies

Attendance. Attending scheduled synchronous class meetings is a **course requirement**. There is no distinction between excused and unexcused absences.

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the [TEA Educator Code of Ethics](#). Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Grading. Participation credit for synchronous virtual courses includes attendance and class participation effort. Student engagement will be measured through various opportunities for interaction including open discussion of readings, questions, leading groups, etc. Simply showing up to all classes does not provide for full contribution credit.

- Candidates seeking certification are required to complete a constructed response prompt that is formatted using APA style; therefore, all citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrated according to certification standards. Please do not request opportunities for "extra credit" to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for

you to face challenges throughout the session or semester, it is expected that you will meet the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

Late Work. No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is “late”. Though late work will not be calculated into your grade, you will often receive feedback on quality of work. This policy is to support marketable skill development (3).

Section X. Notes on University Programs and Services

SRSU Disability Services. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website,

<https://library.swtjc.edu>. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

COPYRIGHT NOTICE:

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2022

Supplemental Reading for Book Study Project

REFUGEE

Three different kids.

One mission in common: ESCAPE.



Josef is a Jewish boy in 1930s Nazi Germany. With the threat of concentration camps looming, he and his family board a ship bound for the other side of the world...

Isabel is a Cuban girl in 1994. With riots and unrest plaguing her country, she and her family set out on a raft, hoping to find safety and freedom in America...

Mahmoud is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, he and his family begin a long trek toward Europe...

All three young people will go on harrowing journeys in search of refuge. All will face unimaginable dangers—from drownings to bombings to betrayals. But for each of them, there is always the hope of *tomorrow*. And although Josef, Isabel, and Mahmoud are separated by continents and decades, surprising connections will tie their stories together in the end.

Scholastic | July 25, 2017 | Ages 8 and Up

A #1 New York Times bestseller!

Gratz accomplishes a feat that is nothing short of brilliant...Poignant, respectful, and historically accurate while pulsating with emotional turmoil, adventure, and suspense. — *Kirkus - STARRED REVIEW*

Filled with both tragic loss and ample evidence of resilience, these memorable and tightly plotted stories contextualize and give voice to current refugee crises...—*Publisher's Weekly - STARRED REVIEW*

Exceptional readers Michael Goldstrom, Kyla Garcia, and Assaf Cohen tackle Gratz's compelling novel—*Booklist Audio - STARRED REVIEW*

The audio version provides an ideal (even mandatory) opportunity for libraries to share these resonating tales with readers reluctant to pick up the page. —*School Library Journal Audiobooks - STARRED REVIEW*

A stunning, poignant novel about the plight of refugees... Grade A.—*Entertainment Weekly*


This compelling novel will help young people make sense of today's refugee crisis. Meant to be read, discussed, and shared widely. —*School Library Journal*

Some novels are engaging, and some novels are important. *Refugee* is both. —*Ruta Sepetys, author of Between Shades of Gray*

A gripping, visceral, and hold-your-breath intense story of three young refugees. —*John Green*

Course Schedule

(This calendar is subject to change)

Modules	Topic/Assignments	Due Date
One: Introduction to Course Aug. 22nd – 28th	<ul style="list-style-type: none"> ○ Welcome & Review Syllabus ○ Review STR Standards/Competencies, PreK Guidelines and TEKS ○ Discuss QEP Expectations and review rubric ○ Book Study <i>Refugee</i>, read pgs.1-73 prior to 9/1 class. <p>Class Meetings: 8/23 & 8/25</p>	
Two: The Evolution of the Language Arts Classroom Aug. 29th – Sept. 11th	<ul style="list-style-type: none"> ○ Tompkins Ch. 1 & 2 ○ Book Study <i>Refugee</i>, read pgs.74-146 prior to 9/15 class. ○ Module Readings <ul style="list-style-type: none"> • <i>Integration of Project-Based Learning</i> • <i>The 5E Instructional Model</i> • <i>Preparing 21st Century Students</i> <p>Class Meetings: 8/30, 9/1, 9/6 & 9/8 Group Leader Report Literacy Autobiography </p>	Sept. 6th Sept. 10th
Three: Oral Language in the Language Arts Sept. 12th – Sept. 25th	<ul style="list-style-type: none"> ○ Tompkins Ch. 3 & 4 ○ Book Study <i>Refugee</i>, read pgs.147-235 prior to 10/6 class. <p>Class Meetings: 9/13, 9/15, 9/20 & 9/22 Group Leader Report Collaborative Lesson Plan</p>	Sept. 20th Sept. 24th
Four: Written Language and Composition Sept. 26th – Oct. 2nd	<ul style="list-style-type: none"> ○ Tompkins Ch. 5 <p>Class Meetings: 9/27 & 9/29 Discussion Board/Peer Review</p>	Sept. 28th
Five: Visual Language Oct. 3rd – Oct. 16th	<ul style="list-style-type: none"> ○ Tompkins Ch. 6 ○ Book Study <i>Refugee</i>, read pgs.236-317 prior to 10/27 class. ○ In-Class Writing Prompt <p>Class Meetings: 10/4, 10/6, 10/11 & 10/13 Group Leader Report</p>	Oct. 11th
Oct. 17th – Oct. 23rd	Midterm Exam: October 18th	
Six: Word Study and Academic Vocabulary Oct. 24th – Nov. 6th	<ul style="list-style-type: none"> ○ Tompkins Ch. 7 & 10 ○ Sprenger Intro & Ch. 1 <p>Class Meetings: 10/25, 10/27, 11/1 & 11/3 Group Leader Report Discussion Board/Peer Review Vocabulary Lesson Plan</p>	Nov. 1st Nov. 3rd Nov. 6th

<p>Seven: Reading Comprehension Stories and Informational Text Nov. 7th – Nov. 20th</p>	<ul style="list-style-type: none"> ○ Tompkins Ch. 8 & 9 ○ Sprenger Ch. 2-4 ○ Module Readings <ul style="list-style-type: none"> ● <i>What Every Teacher Needs to Know</i> ○ In-Class Writing Prompt <p>Class Meetings: 11/8, 11/10, 11/15 & 11/17 Individual Book Study Journal Comprehension Questions</p>	<p>Nov. 13th Nov. 19th</p>
<p>Eight: The Reading Writing Connection Nov. 21st – Dec. 4th</p>	<ul style="list-style-type: none"> ○ Tompkins Ch. 11 & 12 ○ Sprenger Ch. 5 ○ Module Readings <ul style="list-style-type: none"> ● <i>Exploring Inquiry</i> ● <i>Using Mentor Texts</i> <p>Class Meetings: 11/22 (virtual) & 11/29 Book Study Project Show & Tell</p>	<p>Nov. 29th</p>
<p>Dec. 5th – Dec. 7th</p>	<p>Final Exam: December 6th</p>	

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83(3), 238.

Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. *The Reading Teacher*, 68(2), 93-102.

Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. *The Councilor: A Journal of the Social Studies*, 79(2), 4.

Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. *Science Education Review*, 3(2), 49-58.

National Education Association. (2012). *Preparing 21st century students for a global society: An educator’s guide to the “Four Cs”*. Alexandria, VA: National Education Association.

Tompkins, Gail E. *Language arts: Patterns of practice* (9th edition). Boston: Pearson.

McGregor, T. (2013). *Genre connections: Lessons to launch literary and nonfiction texts*. Heinemann Educational Books.

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.



QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Professional/ Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.