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WBUonline

School of Education

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

COURSE NUMBER & NAME: EDLI 5325 Developing Reading, Study, and Thinking Skills at the Secondary Level

TERM: Spring 2021

## INSTRUCTOR: Dr. Christy Reed

## CONTACT INFORMATION:

WBU Email: reedc@wbu.edu

## OFFICE HOURS, BUILDING & LOCATION: online

## CATALOG DESCRIPTION: Students will examine instructional approaches that integrate reading, writing, speaking, and listening to enhance acquisition of secondary-level subject matter, thinking, and study skills as well as integration of the ELP’s (English Language Proficiencies) into the content areas and development of proficiencies in teaching the ELP’s. Students will select and implement appropriate instruction techniques to plan and conduct effective literacy instruction for a culturally diverse population.

PREREQUISITE: EDUC 5305

**Field Experience Hours Required: 8**

**Number of Clock Hours for Course Completion: 45**

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

1. Gillis, Boggs, & Alvermann*.* (2017). *Content Area Reading and Literacy*. Pearson.
2. Fisher, D., & Frey, N. (2020). *Improving Adolescent Literacy: Content Area Strategies at Work (*5th ed.). Boston: Pearson.

## COURSE OUTCOMES AND COMPETENCIES:

Standard I  
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.20k features of instruction that maximize students’ thinking skills.

Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1s interact with students in ways that reflect, support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative;

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.7k the use of instructional materials, resources and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;

3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge.

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process.

3.11s use flexible grouping to promote productive student interaction and enhance learning;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and

3.14s encourage students’ self-motivation and active engagement in learning.

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

**All work must be the student’s original work.**

**Plagiarism:** **“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.**

**When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:**

1. **Quoting another person's actual words.**
2. **Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.**
3. **Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.**
4. **Submitting a paper purchased from a term paper service as one's own work.**
5. **Failing to accurately document information or wording obtained on the World Wide Web.**
6. **Submitting anyone else's paper as one's own work.**
7. **Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.**
8. **Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”**
9. In this course, the first instance of Academic Dishonesty may also result in a zero on the assignment.

Source <http://catalog.wbu.edu/content.php?catoid=7&navoid=446>

## DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

## COURSE REQUIREMENTS and GRADING CRITERIA:

I place great value on professionalism as it is key to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during online discussions. This component will be assessed based upon my perspective and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, ***writing clear and error-free English is a priority*** at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**Submitting Written Work: All written work in this course must be prepared according to the APA style.**

**Course grading criteria:**

All assignments are due as noted on course outline unless otherwise announced in class. All assigned work must be word-processed. **Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 2 calendar days of the due date. The course guide is subject to change at the instructor’s discretion. Any necessary changes will be communicated clearly to the student.**

**Content Area Lesson Plans (3 @ 50 pts. each) 150 pts.**

**Blackboard Discussions (7 X 40 pts each; 1 @ 10) 290 pts.**

**Field Experience 100 pts.**

**Article Review 70 pts.**

**RTI Activities 70 pts.**

**Midterm Exam 160 pts.**

**Final Exam 160 pts.**

**Total Points Possible: 1000 pts.**

**University Grading System:**

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (**A-F**) by the date specified in the official University calendar of the next regular term.

**A-900-1000 pts. CR-for credit**

**B-800-899 pts. I-Incomplete**

**C-700-799 pts. W-Withdrawal**

**D-600-699 pts. WP-Withdrawal Passing**

**F-below 600 pts. WF-Withdrawal Failing**

**Grade Appeal Statement**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**TENTATIVE SCHEDULE:**

**WEEK: READING: ASSIGNMENT DUE: POINTS:**

**1 Chapter 1 Content Literacy and Discussion Board X 2 50**

**Jan. 11th the Reading Process**

**2 Chapter 2 Creating Effective Discussion Board 40**

**Jan. 18th Learning Environments; Chapter 3**

**Planning for Content Literacy;**

**F & F Chapters 1 & 2**

**3 Chapter 4 Assessment of Students Discussion Board 40**

**Jan. 25th and Textbooks; Chapter 5 Lesson Plan 1 50**

**Preparing To Read; F & F Chapters 7 & 10**

**4 Review Chapters 1-5 Midterm Exam 160**

**Feb. 1st F & F 1, 2,7, & 10 Lesson Plan 2 50**

**5 Chapter 6 Preparing to Learn; Discussion Board 40**

**Feb. 8th Chapter 7 Increasing Vocabulary; Article 70**

**F & F Chapters 3 - 5**

**6 Chapter 8 Reflecting on Reading Discussion Board 40**

**Feb. 15th and Learning; Chapter 9 Teaching Lesson Plan 3 50**

**Writing; F & F Chapter 6**

**7 Chapter 10 Writing to Learn Discussion Board X 2 80**

**Feb. 22nd Chapter 11 Writing to Inquire RTI Activities 70**

**F & F Chapters 8 & 9**

**8 Review Chapters 6-11 Final Exam 160**

**March 1st F & F 3-6; 8 & 9 Field Experience 100**

## ADDITIONAL INFORMATION

1. **Field Experiences (100 points):**

You will conduct **at least 2 separate** field experiences for a **total of 8 hours.** You will reflect on your observations in a journal-type write-up. Please include information such as the **school** you observed, **date**, the **teacher** you observed, how many **students** you observed, **teacher/student interactions**, etc. You **must** **compare the teaching methods that you observed to the methods described in the text.** Your write-up must be typed, **double-spaced,** and use 12 point font-Times. Your write-up should be **at least 1 page per hour. (At least 4 pages are required for the total of 8 hours. Less than 4 pages will result in a zero.) You will submit the write-up in Blackboard.**

1. **Lesson Plans (3 @ 50 points):**

You will be required to create 3 lesson plans during the semester. Each lesson plan must be created using the **template provided on Blackboard** and created **by you.** The lesson plans will be submitted in Blackboard where they will be checked for plagiarism. Assignments that are plagiarized will receive a **zero! If you take an idea from another source, be sure to cite the source!** Be sure to **include your state’s standards** on the lesson plans **as well as the English Language Proficiency Standards**. You must **write the standard out**. More information will be given during the semester.

1. **Article (70 points):**

You will find an article that is based on assessment of literacy or reading skills. You must find an article that was published in a **peer-refereed** journal. Articles must be current (2018+). You must provide a summary of the article on the first page. On the second page, discuss anything in the article that you may agree/disagree with. Finally, address the pedagogical implementations and relevance to the classroom. Your paper must be typed according to **current APA format** in **Microsoft Word** only <https://www.youtube.com/watch?v=9pbUoNa5tyY>.

1. **RTI Tiers 1-3 Activities (70 points):**

After reading and discussing the textbook and supplemental articles, you will prepare an activity for student interventions for Tier 1, Tier 2, and Tier 3. These activities should be hands-on activities and not worksheets. **You will make a video of yourself presenting the 3 different Tier activities. In addition, you will need to provide a handout describing each Tier’s activity.** This handout will be shared with the class for their future reference.

**5. Discussion Forum:**

When answering/responding to the discussion board prompts/questions, you must reflectively answer the questions. Answers should not be copied out of your book, but you should think about the topic, give specific examples from the book, and provide an in-depth answer. Additionally, to receive full credit, candidates must respond to 2 other posts written by their peers. Responses should go beyond “I agree” or “good answer.” Responses should be at least 1 complete sentence discussing the relevance of the original post by his or her peer. When submitting responses to the online discussion forum, please type your response directly into the forum rather than as an attachment. The purpose of the discussion forum is to allow everyone in the course to easily see, read, and respond. All initial posts are due by Wednesday at 11:59 p.m. central standard time. Your responses to other posts are due by Friday at midnight, central standard time. It is not productive to post and try to respond at the very last minute; this does not give others time to deeply read and consider the discussions. The purpose of the discussion board is to give you interaction and a platform to discuss relevant and necessary topics in the online environment as you do in the face-to-face classroom. **I have provided a rubric for the discussions**.

**Basic Netiquette for All Online Participation**

* Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all part of proper netiquette when taking an online class.
* Adhere to the same standards as you would for written language.
* Remember whom your audience is when posting to discussion boards. You should behave as if you were sitting in a traditional classroom. **Remember:** ***The online classroom setting is more formal than in public forums or personal chat groups you may have used.***
* Be clear and concise. Explain your ideas entirely but get quickly to the point.
* Using all capitals is the equivalent of SHOUTING and considered RUDE.
* Avoid "flaming" or attacking someone for his or her point of view. Remember that many readers, including the instructor, will read it.
* Read over what you are going to send at least once, just as you would proofread a paper you submit. Remember; once you submit your work, discussion, or email, you cannot change what you have written.
* It is not acceptable for you to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name and the work from which the quotation is taken. Use your own understanding of the work, instead of direct quotes if possible, and give credit to the original author by citing name and source of idea.