

WAYLAND BAPTIST UNIVERSITY
DIVISION OF EDUCATION
Virtual Campus
Course Outline
EDLI 5325

University Mission:

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

Course Number and Title:

EDLI 5325: Developing Reading, Studying and Thinking Skills at the Secondary Level.

Prerequisite(s): EDUC 5305 or consent of instructor. Field experience: 8 hours. (45 clock hours for course completion)

Class Time: *Online course, Spring 2022- 1st 8 weeks
January 10th-March 5th*

Term and Date: Spring 2019

Catalogue Description:

Ways to integrate language areas and thinking skills within secondary level courses, leading to improved knowledge acquisition and lifelong learning. Development of instructional strategies to incorporate the ELP's (English Language Proficiencies) standards into the content area.

Required Resource Materials:

- A. Fisher and Frey (2016). *Improving Adolescent Literacy*, 4th ed., Pearson.
- B. Vacca, Vacca, & Mratz (2017). *Content Areas Literacy: Literacy and Learning Across the Curriculum*. Pearson.
- C. An APA Manual (6th edition, revised) is also recommended for this course.

Instructor: Dr. Amy Barrios
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Attendance Policy:

Because this is an online course, absences are not recorded. However, course participation is expected and students must designate time each week to complete required readings, discussions, and tasks. **No late work is accepted. With the exception of the first and final weeks, all assignments are due on Sunday evenings at midnight, CST.** All assignments are submitted through Blackboard.

Provisions for Special Needs:

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Plagiarism Policy:

Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person's work. Plagiarism may result in an "F" in the course or expulsion from the class or the University.

Student Learning Outcomes (correlated to ELAR state competencies): The following are taken from the 4-8 ELAR/Social Studies, 7-12 ELAR, and 7-12 History. The number/letter after each outcome: number = competency, letter = bullet under that competency.

The student will

1. Apply an integrated language arts instructional approach to learning content area material. (4-8: 4L, 4Q, 5A, 16E, 16I) (7-12: 5B, 8B, 9D, 9E) (7-12:19D, 19E)
2. Demonstrate knowledge of reading, writing, speaking/listening as a constructive process that actively engages student in literal, inferential and critical thinking. (4-8:4A, 4J, 4K, 4M, 4P, 5B, 5C, 5D, 5E) (7-12:4A, 4B, 4C, 4G, 4H, 4I, 4J) (7-12:19D)
3. Explore and evaluate content area trade books and electronic media relevant to developing knowledge in a particular content area. (4-8:5J, 5O, 5R) (7-12:4L)
4. Describe vocabulary knowledge and strategies for developing such knowledge. (4-8:4N, 16F) (7-12:3B, 4F, 5G)
5. Explain various study strategies to engage students actively and to promote long-term retention. (4-8:9A, 9C, 9D, 9F) (7-12:5D, 5E, 5F)

Course Outcome Competencies/Educator Standards (PPR):***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; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and group 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 extends 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.

Course Requirements:

It is very important for teachers to effectively communicate ideas to colleagues, parents, and administrators. Writing clear and error free English is a priority at

Wayland's Division of Education. Therefore, each student's ability to express his/her knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings, discussions, and field experiences will be taken into consideration, as will correct and appropriate format and organization.

Discussion Boards @ 25 each	100
Group Prezi presentation	50
Final project/unit	100
Annotated bibliography	50
Lesson plans (2 @ 50)	100
Field experiences (2 experiences @ 4 hours each)	100

500 points

Written work in this course must be prepared according to APA style. An APA Manual (6th edition, revised) is also recommended for this course.

University Grading Policy

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 0 - 59%

Course Calendar

All Assignments due at Midnight on the Due Date listed.

Assignment specifics can be found in the Assignments tab of Blackboard.

Week 1: (1/12/22)

Due: Faculty Expectations post, Read Syllabus, Course Introductions (DB #1), Purchase texts, syllabus quiz

***This week due Wednesday, not Sunday**

Week 2: (1/23/22)

Book Walks, read chapter 1 in both required texts

Group Prezi (groups will be assigned)

Week 3: (1/30/22)

Due: Discussion post #2

Reading as assigned

Week 4: (2/6/22)

Due: Field experience #1, annotated bibliography

Reading as assigned

Week 5: (2/13/22)

Due: Lesson plans (2)

Reading as assigned

Week 7: (2/20/22)

Due: Field Experience #2

Reading as assigned

Week 8: (2/27/22)

Due: Discussion Board #3

Reading as assigned

Final: Unit outline, Course Reflection (discussion #4)- due 3/3/22 **(This is a Thursday, not Sunday)**

***All assignments due Sunday evening on date listed, except weeks 1 and the final exam.**