**WAYLAND BAPTIST UNIVERSITY**

**DIVISION OF Education**

**EDLI 4325**

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

# **COURSE NUMBER AND TITLE:** EDLI 4325 Developing Reading, Study, and Thinking Skills at the Secondary Level

**TERM AND DATES:** Summer 2018; May 28 to August 11, 2018

# **INSTRUCTOR’S NAME:** Dr. Christy Reed

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# **E-MAIL ADDRESS:** reedc@wbu.edu

**CATALOG COURSE 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.

**PREREQUISITES: EDUC 3302**

**Field Experience Hours Required: 8**

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

**REQUIRED RESOURCE MATERIALS:**

1. *AVID Postsecondary Strategies for Success.* (2011). San Diego: AVID Press.
2. Fisher, D., & Frey, N. (2016). *Improving Adolescent Literacy: Content Area Strategies at Work (*4th ed.). Boston: Pearson.

**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 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.

Course Outline:

1. Teaching and learning through text
2. Pre-reading strategies
3. Strategies for Guided Reading
4. Post-reading strategies
5. More ways to facilitate learning through text

ATTENDANCE POLICY:

All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up. Any student who misses 25% or more of the regularly scheduled classes will receive a grade of F for that course. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy. Attendance is addressed in the list of course requirements, as part of the point total for the course.

**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 EXPECTATIONS:**

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.**

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| Content Area Lesson Plans (3 @ 65 pts. Each) | 195 pts. |
| Blackboard Discussions | 405 pts. |
| Field Experience | 200 pts. |
| Midterm | 100 pts. |
| Final Exam | 100 pts. |
| **Total 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.

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| A 900-1000  B 800-899  C 700-799  D 600-699  F below 600 | CR – for Credit  NCR – No Credit  I-Incomplete  W- Withdrawal  WP- Withdrawal Passing | WF- Withdrawal Failing  X – No grade given  IP- In Progress |

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**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.

1. 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.*”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

1. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**If you are caught plagiarizing, you will receive a zero for that assignment.**

**Additional Requirements:**

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

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 **2 pages per experience. (At least 4 pages are required for the total of 8 hours.) You will submit the write-up in Blackboard.**

1. **Lesson Plans (3 @ 65 points):**

You will be required to create 3 content area 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!** Be sure to include your state’s standards on the lesson plans. **You** **must write the standard out**. More information will be given during the semester.

**3. 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 11:00 p.m. 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.

**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 proof read 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.

\*Netiquette information by Spartanburg Community College and retrieved from [http://online.sccsc.edu/netiquette.htm on August 10](http://online.sccsc.edu/netiquette.htm%20on%20August%2010), 2010.