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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 4325 Developing Reading, Study, and Thinking Skills at the Secondary Level

TERM: Summer 2019; May 27 to August 10, 2019

## 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.

PREREQUISITE: EDUC 3302

**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.

## 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.**

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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 900-1000B 800-899C 700-799D 600-699F below 600 | CR – for CreditNCR – No CreditI-IncompleteW- WithdrawalWP- Withdrawal Passing | WF- Withdrawal FailingX – No grade givenIP- In Progress |

**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.”