

**Course Syllabus**  
**ED 4363**  
The University of Texas at Dallas

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## Course Information

### **Course**

Course Number Section	ED 4363.001
Course Title	Reading II
Term and Dates	Spring 2013

### **Professor Contact Information**

Professor	Patricia A. Leek, Ph.D.
Office Phone	972-883-2730
Email Address	patricia.leek@utdallas.edu
Office Location	Classroom Bldg 1.101
Online Office Hours	M-TR 3-4 PM
Other Information	In person, by appointment - email for appt.

### **About the Instructor**

I have been a senior lecturer at UTD for 12 years in teacher education and children's literature. Prior to this, I was a lecturer at UNT. I also taught elementary and middle school, and I am an all-level reading specialist. I have an undergraduate degree and received teacher certification from Ohio University. I have a Master's degree from SMU, a doctorate from UNT, and a post graduate certificate in Children's Literature from Penn State University.

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites, and/or Other Restrictions

### **Course Description**

This course focuses on the crucial abilities of reading, writing, listening, talking, viewing, visually representing, and thinking as tools for literacy and learning. Development of literacy and learning within and across the content areas are stressed. Instructional strategies, thematic teaching, writing to learn, concept development, and effective uses for literature, text, media, and other resources to enhance student learning are explored. Using literacy for learning purposes, designing classroom models of instruction, integrating technology, optimizing multimedia learning, individualizing to meet the needs of all students, creating a positive classroom environment, and utilizing resources effectively for "best practice" in teaching are the guiding goals of the course.

### **Student Learning Objectives/Outcomes**

The students will describe and discuss the synergistic role of the language arts and thinking in literacy and learning in reflections, responses, essays, and classroom discourse, both written and oral, in individual, small group, and whole class formats.

The students will be able to create an effective, positive classroom learning environment that values the processes and the products of literacy as shown by successful analysis of vignettes, creation of effective lesson plans that show growth and strengths in their understanding of the role of Language Arts in their future classrooms, and achieving passing scores on embedded exams modeled on the Language Arts TExES Domain and Competencies.

The students will be able to teach the literacy skills including comprehension, fluency, and writing utilizing research-based best practices as evidenced by the creation of lesson plans that demonstrate understanding of the concepts of the lesson cycle, insightful reflections on and responses to video demonstrations of successful teaching practices, case studies designing strategies for their future classrooms, and achieving passing scores on embedded exams modeled on the Language Arts TExES Domain and Competencies.

### **Required Textbooks and Materials**

#### Required Texts

Nath, Janice L. & Ramsey, John. *Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist and the ESL Supplement*. New York: Pearson Education.

NWREL (2006). *6+1 Traits Scoring Guides*. Download and print PK-2 and 3-12 5-point rubrics from <http://educationnorthwest.org/resource/464>

Tompkins, Gail E. (2013). *Language Arts: Patterns of Practice, 8<sup>th</sup> Edition*. Columbus, Ohio: Pearson: Merrill Prentice Hall.

Children's books as designated in the assignments...may be available at libraries.

1. Award winning fiction book for lesson plan (Caldecott or Newbery awards – post your choice on elearning discussion board – no duplicates, first come)
2. Non-fiction award winner (Orbis Pictus or Robert Sibert)
3. Gardiner, John Reynolds (1980). *Stone Fox* or Gipson, Fred. (1956). *Old Yeller*. Will sign up in class – ½ class for each book.

#### Required Materials

STAAR resources...download 4<sup>th</sup> and 7<sup>th</sup> grade from <http://www.tea.state.tx.us/student.assessment//writing/>

TELPAS/ELPS resources – Download and save The Educators Guide to TELPAS found at the following site:  
<http://www.tea.state.tx.us/student.assessment/ell/telpas/>  
Print and bring to class Chapter 2 and pages IV, 14, 21, 39, 77, 83, 90.

Make-it/Take-it supplies...markers, colored paper, poster board, paints, anything you might use to make anchor charts and other visuals

SDHC memory card, minimum 8GB for video teach.

Minimum 4 GB flash drive (required for assignment submission).

Microsoft Office Suite (including Microsoft Word and PowerPoint) is available on campus for a comparatively low price (about \$40) because of a campus-wide purchase agreement. Take advantage of this opportunity! Your work must be in Microsoft Word and Microsoft PowerPoint..

### **Suggested Course Materials**

The following publication is an excellent resource, available online without charge. It is not required for class, but it might be helpful for the TExES exam or in your future teaching.

*Essential Reading Strategies for the Struggling Reader* & other Meadows Resources (ELL, LD, etc.)

– Download and print or save from

[http://www.meadowscenter.org/vgc/materials/essential\\_reading.asp](http://www.meadowscenter.org/vgc/materials/essential_reading.asp)

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores.

### **Course Policies**

#### *Make-up exams*

Only under extreme circumstances are exams to be made up, and eligibility will be based on individual circumstances.

#### *Extra Credit*

None

#### *Late Work*

- Assignments are due before the beginning of class on the days listed in the calendar, unless stated otherwise.
- Assignments are to be completed and turned in on time; late assignments will not be accepted.
- Assignments are to be submitted as directed; if they are submitted in any other way, they will not be accepted. No assignments are to be emailed.
- If an assignment is not turned in on time or in the prescribed manner due to serious illness or another grave reason, contact the instructor before class to arrange for an extension. Depending on individual circumstances, the assignment will either be accepted for credit, a minimum 25% deduction will be taken, or all points will be lost. NO emailed assignments will be accepted!

- Technology problems (other than elearning system problems) are NOT acceptable excuses for late work! Complete your assignments enough in advance to make sure your computer, Internet provider, printer, elearning, etc. are in working order such that you can turn in your work on time. Save your work often and seek advice and resources from the campus technology help desks.

### *Assignments*

- 30 points – Study Guide – An electronic template with instructions will be provided. (Submitted to elearning)
- Lesson Planning – You will create and post your lesson plans on the Discussion Board under your name. The required lesson plan format is posted on elearning. In addition, you will be filmed teaching approximately 10-15 minutes of one of your lesson plans. You will sign up in class for one of the three topics. The format of your lesson will be “conceptual;” thus, you will show an understanding of the underlying ideas and recursive nature of teaching and learning. You will also show evidence that you have made adaptations for ELL students, students with learning differences, and struggling readers. More instructions will be provided in class.
  - ✓ 10 Points – Literature-based Lesson Plan – You will create a lesson plan that is based on an award winning book appropriate for your preferred grade level.
  - ✓ 10 Points – Writing Lesson Plan – You will create a lesson plan that focuses on teaching writing appropriate for your preferred grade level.
  - ✓ 10 Points – Reading Comprehension Lesson Plan – You will create a lesson plan that focuses on reading comprehension strategies appropriate for your preferred grade level.
  - ✓ 15 points - Video teach will be assessed for quality and presentation (staying in role, using appropriate teaching strategies, etc.), and you will complete a self-assessment of your performance, after viewing your video. You must bring a SDHC memory card, minimum 8GB for video teach. You will have to view your video on a device. If you do not have a device that will allow you to view the video, you will arrange to watch the video either on the class computer or the instructor’s equipment. You will not receive a grade for your video teach until you complete the self-assessment, and it should show honest reflection and an effort to improve.
- 15 points – Doing What Works for English Language Learners Guided Study – You will learn about, reflect upon, and apply knowledge to a study of best practices for ELLs, struggling learners, and, frankly, all students within the three tier model of classroom instruction.
- 15 points – Visual Text Assignment – You will create visual texts for some essential literacy concepts.
- 15 points – Handwriting – D’Nealian (contemporary) competency on board and paper.
- 30 points –★ Professionalism as shown by having books, materials, homework, assignments, and participating in class learning opportunities (respect for the classroom environment, class

policies, and procedures). Bring textbooks to class every time. Bring other materials designated in calendar and assignments or requested by the instructor.

### *Class Participation*

#### **Attendance is essential.**

You are expected to attend every class, arriving on time and staying until dismissed, because this displays commitment to the class and respect for your professor and classmates. Doctor's notes and the like are not "excuses" for absences; however, the instructor appreciates being informed about your reason for absence(s). **Attendance will be tracked and absences (for any reason) as well as tardiness or leaving early could impact your final grade.**

- Arriving more than 5 minutes late or leaving more than 5 minutes before dismissal is considered missing half of a class.
- Absences are unacceptable, but at times life gets in the way. Each individual situation will be considered. In general, each absence after three will result in a deduction of 40 points and could result in asking you to withdraw from the course or failing the course.
- Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities, whether onsite or online.

### *Classroom Citizenship*

- Respectful, positive interaction is expected in class.
- Do not use laptops or notebooks during onsite class. Surfing the web, working on other assignments, and reading emails is distracting and disrespectful to the instructor and your classmates.
- Please turn your cell phone off during class. Other than in emergency situations, emailing, texting, twittering, MMSing, surfing, and all the other "electronic"ing are not allowed in class. DO NOT leave your cell phone or other electronic devices out on your desk during class.
- Also, please read information concerning participation on p. 10.

### *Policy on Server Unavailability or Other Technical Difficulties*

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk:

<http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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## Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical

requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the [Getting Started with eLearning webpage](#).

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## Course Access and Navigation

This course uses a web course tool called eLearning. Children's Literature is to be delivered in class (onsite) with online submissions, activities, support, and interaction. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#).

To get familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

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## Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

### **Interaction with Instructor**

- The instructor will communicate with students mainly using the Email, Announcements, and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails within 3 working days under normal circumstances.
- In person meetings should be made by appointment
- NO emailed assignments will be accepted!
- Only emails that are signed with your name, class, and section number will be answered. Put the course and section number in the subject line of your email to ensure that it gets through and will be opened. Please address the recipient respectfully and use correct grammar and spelling. Email correspondence should be appropriate and should not contain requests for handouts, notes, grades, etc. to be sent or faxed to you, and should NEVER be a request to treat your coursework and grade differently than what is outlined in the syllabus. Additionally, you should not request special favors or expect special consideration be given to you that is not afforded to other students in the class. Emails containing such content will not be answered.

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## Student Resources

The following university resources are available to students:

### **UTD Distance Learning:**

<http://www.utdallas.edu/elearning/students/cstudents.htm>

### **McDermott Library:**

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to

<http://www.utdallas.edu/library/distlearn/disted.htm>.

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## Student Assessments

### **Grading Information**

#### *Weights*

Multiple Choice test 1	50 points	16.667%
Multiple Choice test 2	50 points	16.667%
Quizzes (6)	(50) 10 points each, lowest dropped	16.667%
Study Guide	30 points	10%
Doing What Works Guided Study (ELL)	15 points	5%
Lesson plan (literature)	10 points	3.334%
Lesson plan (writing)	10 points	3.334%
Lesson plan (reading strategies)	10 points	3.334%

Video Teach	15 points	5%
Visual Text	15 points	5%
Handwriting	15 points	5%
Professionalism (including homework, participation, preparedness, etc)	30 points	10%
Total	300 points	100%

### Grading Scale

Scaled Score	Letter Equivalent
282 - 300	A
270 - 281	A-
264 - 269	B+
252 - 263	B
240 - 251	B-
234 - 239	C+
222 - 233	C
210 - 221	C-
204 - 209	D+
192 - 203	D
180 - 191	D-
Less than 180	F

### Grading Policy

- You are responsible for determining and making up any work that you miss due to an absence. You should arrange to have a "class buddy" collect handouts, communicate information, and inform you about the material covered.

- The instructor will not “pre-grade” assignments. Pre-grading gives some students an unfair advantage and should not be necessary for upper-level or post-graduate students. The writing lab in the library can provide assistance. Also, peer review and study groups can be very helpful.
- Quality, neat work is expected. Work will be graded based upon the instructor’s evaluation of the quality of the work as well as completion of the work. Average work will result in average grades.

### *Accessing Grades*

Students can check their grades by clicking “My Grades” on the course menu after the grade for each assessment task is released.

### **Assignments**

- Study Guide – 30 points (Submit to elearning)
- Literature-based Lesson Plan – 10 points (Post to Discussion Board)
- Writing Lesson Plan – 10 points (Post to Discussion Board)
- Reading Comprehension Lesson Plan – 10 points (Post to Discussion Board)
- Video teach – 15 points (Submit to elearning)
- Doing What Works for English Language Learners Guided Study – 15 points (Submit to elearning)
- Visual Text Assignment – 15 points (Post to Discussion Board)
- Handwriting – 15 points (In class)
- Professionalism – 30 points★(Checklist kept throughout the semester)★

Directions will be given in class and posted on elearning.

### **Group Projects**

None

### **Assignment submission instructions**

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the [Submitting An Assignment video tutorial](#).

**Please Note:** Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

### Participation/Discussions

- Professionalism, respect, positive participation, and timely fulfillment of the assignments are expected. Completion of all assignments is essential. A student's grade could be raised or lowered based on the instructor's subjective evaluation of overall performance in the aforementioned areas.
- Read the assigned material and complete homework assignments BEFORE class. Take part in discussions (online or in class), in-class assignments, and group work. Be prepared to ask questions about material you do not understand.

### Online Tests/Quizzes

Six quizzes are in class. (10 points each) There are no make-up quizzes, but the lowest score will be dropped.

Two Multiple Choice tests are online. Those who take and pass their content TExES are exempt from the Multiple Choice tests and will receive full points for the two multiple choice tests.

You can access by clicking the quiz/exam link on the designated page. Each test is timed, and the number of attempts allowed within a scheduled time window will be specified. Please read the on-screen instructions carefully before you click "Begin". After each test is graded and released, you may go to My Grades page and click the score link of the quiz to view your graded submission.

### Final Examination

There is no final exam.

### Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 01/14- 01/16	Syllabus – What objectives, assignments, policies, procedures, and order of business guide the course?  Anywhere ISD wants You!  Discuss assignments and expectations; establish teams. How will we FLIP the class? You read, listen to,	View examples of anchor charts  <a href="http://pinterest.com/heljoenjones/anchor-charts/">http://pinterest.com/heljoenjones/anchor-charts/</a>  Read article  <a href="http://suite101.com/article/use-anchor-charts-for-english-language-learners-a121105">http://suite101.com/article/use-anchor-charts-for-english-language-learners-a121105</a>	NWREL (2006). <i>6+1 Traits Scoring Guides</i> . Download and print all three 5 point rubrics from <a href="http://educationnorthwest.org/resource/464">http://educationnorthwest.org/resource/464</a>  Learn the stages of the writing process (prewriting, drafting, revising, editing, and publishing) and the 6+1	<u>1/16</u>  Bring traits printouts

	<p>and or view the assignments BEFORE class!</p> <p>What are the 6+1 traits and the Writing Process? Why address Handwriting and what are the expectations? – start practicing now!</p> <p>How do teachers cooperate with parents and other professionals?</p> <p>What is the Comprehension Framework? (Before, During, After)</p> <p>What are anchor charts and why use them?</p>		<p>traits (ideas, organization, voice, word choice, sentence fluency, and conventions + presentation)</p> <p>Make-it/Take-it – anchor charts.</p> <p>Bring any supplies that you might use like markers, colored paper, poster board, etc. I will take photos and post on elearning</p>	
<p>2</p> <p>01/21-01/23</p>	<p>Martin Luther King Day</p> <p>What are the language arts?</p> <p>How can we use personal writing in the classroom?</p>	<p>Tompkins, Chapter 1</p> <p>Read Tompkins Chapter 1 – Learning and the Language Arts</p> <p>Personal Writing - Read Chapter 4 in Tompkins</p>	<p>Beary Best Friend Homework</p> <p>Make-it/Take-it – anchor charts.</p> <p>Bring any supplies that you might use like markers, colored paper, poster board, etc.</p>	<p><b>(No class Monday)</b></p> <p>01/21</p> <p><b>(In class Wednesday)</b></p> <p>01/23</p> <p>Beary Best Friend homework due...bring to class on Wed.</p>
<p>3</p> <p>01/28-01/30</p>	<p>Why do writers write? What do writers write? Where do writers get their ideas? Narrative writing - personal and descriptive narrative writing tutorial</p>	<p>Patterns of Practice and Assessment- Read Tompkins Chapter 2</p> <p>STAAR proficiency level descriptors</p> <p>Narrative writing tutorial – posted on elearning</p>	<p>Download <a href="http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147503357">http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147503357</a> Read the Staar proficiency level descriptors.</p>	<p>01/28</p> <p>Read chapter, tutorial, and download</p> <p>01/30</p>

	Patterns of Practice and Assessment		<p>View and navigate through the links of the narrative writing tutorial posted on elearning.</p> <p>Choose one of the narrative writing prompts and draft a personal narrative...remember a beginning, middle, and end!</p> <p>Create anchor chart for writing</p> <p><b>Quiz #1</b></p> <p>Make-it/Take-it – anchor charts.</p> <p>Bring any supplies that you might use like markers, colored paper, poster board, etc.</p>	<p>Bring personal narrative draft for in class writing group</p> <p><b>Quiz #1</b></p>
4 02/04- 02/06	<p>Emergent Literacy - How does literacy develop?</p> <p>Doing What Works for ELLs Guided Study (DWW)</p>	<p>Read Chapter 3 in Tompkins</p> <p>Nath/Ramsey book – ELAR Competencies 002, 003, and 004</p>	<p>Doing What Works for ELLs Guided Study – posted on elearning, submit before class on 02/11</p>	<p><b>(In class on Monday)</b></p> <p>02/04</p> <p>Completed Personal narrative due – post completed personal narratives on Discussion Board (DB) under your name.</p> <p><b>(Online on Wednesday)</b></p> <p>02/11</p> <p>DWW due</p>

<p>5 02/11-02/13</p>	<p>Oral Language</p> <p>Fictional (Imaginative) narratives</p> <p>Lesson Planning</p>	<p>Read Chapter 5 in Tompkins</p> <p>Nath/Ramsey book – ELAR Competency 001</p>	<p><b>Quiz #2</b></p> <p>Make-it/Take-it – anchor charts.</p> <p>Bring any supplies that you might use like markers, colored paper, poster board, etc.</p> <p>Refer to the narrative writing powerpoint that you watched for class on 01/28...focus on slide 6, Imaginative Narratives, and choose one of the prompts listed under Sample Prompts, after reviewing the other links. Bring your draft to class on 02/18.</p> <p>Choose your award winning book for your literature based lesson plan. Post your choice on the Discussion board under the designated prompt. Brainstorm possible TEKS and outcomes. Bring your list to class on 02/18</p>	<p><b>(In class on Monday)</b></p> <p>02/11</p> <p>Post DWW guided study before class on 02/11</p> <p><b>(Online on Wednesday)</b></p> <p>Work due on 02/18</p>
<p>6 02/18-02/20</p>	<p>The Reading and Writing Processes</p> <p>Fictional narratives</p> <p>Lesson Planning</p> <p>Visual Language</p>	<p>Read Chapter 6 in Tompkins</p> <p>Read Chapter 7 in Tompkins</p>	<p>Make-it/Take-it – anchor charts.</p> <p>Bring any supplies that you might use like markers, colored paper, poster board, etc.</p> <p>Visual learning online learning module for 02/20 – Bring completed work to class on 02/25</p>	<p><b>(In class on Monday)</b></p> <p>02/18</p> <p>Lesson plan brainstorm due</p> <p><b>(Online on Wednesday)</b></p> <p>02/20</p> <p>Completed imaginative narrative due</p> <p>Submit to elearning</p>

<p>7 02/25-02/27</p>	<p>More visual literacy Reading, Inquiry, and Research  Written Communication  Visual Representation</p> <p>What are the structures of non-fiction text?  Writing Non-fiction</p>	<p>Nath/Ramsey ELAR Competencies 008, 010, 011</p>	<p>Make-it/Take-it – anchor charts.  Bring any supplies that you might use like markers, colored paper, poster board, etc.  <b>Mini-quiz #3</b></p>	<p>02/25  Visual learning online learning module for 02/20 – Bring completed work to class on 02/25  02/27 <b>Quiz #3</b></p>
<p>8 03/04-03/06</p>	<p>Multiple Choice Test 1 – Online  Available on elearning during class time for 60 minutes.  How should vocabulary be taught?</p>	<p>Read Chapter 8 in Tompkins  Nath/Ramsey ELAR Competency 005</p>	<p>Multiple Choice Test 1 – Online You must take the test when it is available for approximately 50 minutes during class time (4:15 – 5:05 PM). Plan accordingly!!!  Make-it/Take-it – anchor charts.  Bring any supplies that you might use like markers, colored paper, poster board, etc.  <b>Quiz #4</b>  Homework – Expository (information) writing brainstorming posted on elearning</p>	<p><b>(Online on Monday)</b>  03/04 MC test 1  <b>(In class Wednesday)</b>  03/06 <b>Quiz #4</b></p>
<p>9 03/11-03/13</p>	<p>Spring Break</p>			
<p>10 03/18-03/20</p>	<p>What are the structures of non-fiction text?  How should we teach writing information and persuasive essays?</p>	<p>Planning information posted on elearning – please do prewriting before class and bring drafts to class on 03/18  Read Chapter 12 in</p>	<p>Bring brainstorming and draft of expository and persuasive essays  Completed expository</p>	<p>03/18 Homework due</p>

	How should spelling be taught?	Tompkins	essays due on Wednesday	03/20 Completed expository essays due on Wednesday – post on elearning before class
11 03/25-03/27	More spelling What are effective strategies for reading and writing stories Reading Comprehension and Applications	Read Nath/Ramsey Competency 007 Read Tompkins Ch. 9 Complete reading of Stone Fox or Old Yeller ½ class – Stone Fox, ½ class – Old Yeller	Make-it/Take-it – anchor charts. Bring any supplies that you might use like markers, colored paper, poster board, etc. <b>Quiz #5</b>	03/27 <b>Quiz #5</b>
12 04/01-04/03	More stories Reading and Writing Information Reading and Writing Poetry Reading Fluency	Read Tomkins, Ch. 10 Award Winning Information book Read Tomkins, Ch. 11 Read Nath/Ramsey Competency 006	Make-it/Take-it – anchor charts. Bring any supplies that you might use like markers, colored paper, poster board, etc.	04/01 and 04/03 Bring both Stone Fox/Old Yeller and award winning information book
13 04/08-04/10	Assessment of Developing Literacy Lesson Plans poetry  Grammar and Handwriting	Nath/Ramsey Competency 012  Read Tompkins, Ch. 13	Learning module posted on elearning  Make-it/Take-it – anchor charts. Bring any supplies that you might use like markers, colored paper,	<b>(Online on Monday)</b> 04/08 Competency 012 learning module online Work on lesson plans and poem <b>(In class Wednesday)</b> 04/10 Completed

			poster board, etc. Bring completed poem	poem posted to DB
14 04/15-04/17	Handwriting Test Visual Text  ELPS, TELPAS, AND STAAR	Read and bring TELPAS/ELPS resources – Download and save The Educators Guide to TELPAS found at the following site: <a href="http://www.tea.state.tx.us/student.assessment/ell/elpas/">http://www.tea.state.tx.us/student.assessment/ell/elpas/</a> Print and bring to class Chapter 2 and pages IV, 14, 21, 39, 77, 83, 90.	Create your visual text and post to Discussion board before class on 04/15 (perhaps to use with lesson plans) Handwriting test <b>Quiz #6</b>  Set of 3 lesson plans	Visual text posted to DB before class on 04/15 (electronic copy – electronic generated or post photo or scan)  Lesson plans posted to Discussion Board before class on 04/17
15 04/22-04/24	Multiple Choice test 2  Video teach and self-assessment		MC test online  Video teach – sign up for topic and time	<b>(Online Monday)</b> 04/22 <b>(In class Wednesday)</b>
16 04/29-05/01	Video teach and self-assessment RII Study Guide		Video teach – sign up for topic and time  Complete your RII Study Guide and submit to elearning by 11:59 PM on 05/02.	05/02 Study Guide

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## Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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## Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

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## University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***If part of the teacher preparation program, student behavior should conform to the Code of Ethics and the Fitness to Teach program.***

***These descriptions and timelines are subject to change at the discretion of the professor.***

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