

Course Syllabus

Course Information

ED 4363-001
Reading II/ELAR
Fall 2015

Professor Contact Information Office: CB 1.101 A 20 minutes before class

Dr. Candice Chandler

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

Students taking teacher certification courses are expected to show above average skills in the following areas:

Critical reading, writing, and thinking skills
Basic to mid-level computer skills (Internet, Microsoft Word, PowerPoint, etc.)
Time-management skills
Effective study skills
Effective communication skills
Ability to reason and make sound judgments

Please contact the Teacher Development Center for specifics concerning eligibility for this course.

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 literacy, 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 creative endeavors, best practices teachings, classroom discourse, both written and oral, in individual, small group, and whole class formats as well as in a formative portfolio.

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 completion of minilessons, vocabulary, fluency, and comprehension strategy templates, as well as, creation of a literacy portfolio showing growth and strengths in their understanding of the role of literacy in their future classrooms, and achieving a passing score on OTE's modeled on the Language Arts TExES Domain and Competencies as well as critical attributes of the course.

The students will be able to teach the literacy skills of comprehension, fluency, and writing utilizing research-based best practices as evidenced by the creation of minilesson plans that demonstrate understanding of the concepts of the lesson cycle, demonstrations of successful teaching practices during a read-aloud activity with elementary/middle school learner, designing strategies for their future classrooms, and demonstrating mastery of effective instructional strategies modeled on the Language Arts TExES Domain and Competencies.

Required Textbooks and Materials

Tompkins, Gail E. (2013). *Language Arts: Patterns of Practice, 8th Edition*. Columbus, Ohio: Pearson: Merrill Prentice Hall. ISBN 978-0-13-268575-7

Cain, Sean, and Mike Laird (2011), *The Fundamental 5: The Formula for Quality Instruction*. ISBN 1456491032. This book is also available for the Kindle.

ED 4363 READING II/ELAR PACKET (available at off-campus bookstore only 561 W.Campbell Rd.)

Five to six **award-winning information/ expository text tradebooks** , all award winning (think National Council of teachers of Social Studies or Science award winning books), nonfiction tradebooks, including a poetry selection (have all in hand); nonfiction read aloud related to theme/topic. One may be a picture book but some must be award winning chapter books related to **YOUR TOPIC/THEME**.

A package of 100 index cards or post it (large) notes

Microsoft Office Suite (including Microsoft Word and PowerPoint) is available on campus for a very small charge because of a campus-wide purchase agreement. Take advantage of this opportunity! Your work must be in Microsoft Word.

New 2G SD card to be used to video tape and assess your minilesson teach for this class.

Assignments

Assignment	Points Possible	Points Earned
Online activities ,biopoem	30	
Minilesson teach/video/assess	145	
Study Guides ch. 1-14 x 5	70	
OTE #1 (midterm)	100	
Literacy Portfolio	450	
Booktalk/presentation	50	
Professionalism	30	
Fundamental 5, reponses/activ	25	
OTE #2 (final)	100	
TOTAL	1000	

Course and Instructor Policies

Attendance is essential. Attendance will be taken and absences (for any reason) will seriously impact final grades.

- Two tardies (or leaving early) = One absence... Arriving more than 15 minutes late or leaving more than 15 minutes early constitutes missing a **WHOLE** class, not a tardy.
- Three or more absences = You may be asked to withdraw from the course with an F, or you will earn a failing grade, depending on the individual circumstances and communication with the instructor.
- Attendance must also be met for online classes by completion of specified tasks related to each of the classes. You must complete the online class assignment before the beginning of the subsequent class.
- Any cheating will result in a F.

Policies

- Read the assigned material and complete homework(study guides) assignments **BEFORE** class. Take part in discussions, in-class assignments, and group work. Be prepared to ask questions about material you do not understand.

- 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 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.
- Assignments are due at 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 due before or at the beginning of class on the day designated in the calendar. If an assignment is not turned in on time due to serious illness or another grave reason, contact the instructor before (if at all possible) class to arrange for an extension. Depending on the circumstances and your communication with the instructor, the assignment will either be accepted for credit, a 25% deduction will be taken per day, or all points will be lost.
- Exams will be taken only on the dates listed in the syllabus; make-up tests will not be given except for extreme situations. The testing environment will be honored for the good of all. Once an exam begins, the instructor will not converse with anyone for any reason.
- Professionalism, attendance, positive participation, and timely fulfillment of the requirements are expected and will not impact your grade in either direction.
- A student’s grade could be raised or lowered based on the instructor’s subjective evaluation of overall performance (including the above areas) in the course.
- The instructor reserves the right to assign a grade of F (failing) to any student who does not complete all aspects of the course.

Technology.

- The course will use the UTD elearning platform for online communication, resources, online classes, and assignments. You must read your elearning email for each week.
- Laptops may not be used during class, except when appropriate for the class.
- 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.
- Microsoft Word IS required.

- NO emailed assignments will be accepted! If you are not in attendance to turn in your assignment at the beginning of class on the day due, you must deliver a hard copy to the instructor or to the Teacher Development Center
- Technology 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, if necessary.

UT Dallas Syllabus Policies and Procedures

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.

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

Professionalism (30 points) for ED 4363

You are expected to demonstrate the respectful, professional attitude an educator demonstrates. You will come to class prepared with all readings and assignments. Your professor will do a professionalism evaluation form on you addressing the entire semester. There will be a deduction of 10 points for cell phone usage of any type, unless prior approval for emergencies. Leaving the classroom for any reason is considered a classroom disruption.

ED 4363 Assignments & Academic Calendar for Fall 2015 T/TR

Week 1, August 25

Topics: Course introduction (Read syllabus and packet before next class); RII Essentials

August 27

Assignments: Read Tompkins **chapter 1**, Complete study guide; Post biopoem on discussion board for elearning in the biopoem section. Read your shoulder buddies ones.

Assignment: Choose 3 comprehension or vocabulary strategy/activities appropriate for a nonfiction tradebook. You may choose them from the many suggested in tab 8 (no KWL or Venn diagram). You are to locate the strategy on a teacher/learning website and you are to print out 2-3 pages from teacher resource page with instructions of how to create it and an actual classroom example if possible.

Week 2 – Literacy in Texas classrooms

September 1

Topic: Here’s How, Let’s Do, You Do: let’s Teach

Assignment: Read **chapter 2** and begin work on study guide in packet

Assignment: Think of a nonfiction “topic or THEME you would like to include in your future classroom. Social studies, science or math concepts related to the content TEKS for your grade could be helpful. Locate an award winning nonfiction tradebook related to that theme. You will be using this book for your first minilesson. Be creative!

Nonfiction Literature Discovery opportunities and theme ideas(printouts not due until week 6)

1. Print out Orbis Pictus nonfiction award list for last 5 years at www.ncte.org
2. Print out Robert Sibert nonfiction award list for last 5 years at www.ala.org
3. Print out Bluebonnet, Lone Star current school year reading lists www.txla.org or your state award
4. Print out current 2015-2016 Teacher’s Choices, AND Children’s Choices awards www.reading.org .
5. Select poetry book for concept/theme “chosen”; print out choice when “found” then post on elearning
6. Select a award-winning tradebook (relate to your theme) to be read aloud (nonfiction) Print out your choice when “found” then post choice
7. Create a sheet with your “theme” and all your nonfiction book choices, poetry, etc. with the award and the year. Turn it in separately from the award lists.

September 3

Topic: How to Teach using Minilessons: Tompkins chapter 2; How to write a minilesson; Explain how to write nonfiction booktalk

Assignment: Read **chapter 2** and work on study guide in packet

Due: Biopoem hard copy; 2-3 pgs of teacher instructions for “how to “ strategy (vocab or comprehension)

Week 3,

September 8

Topic: Chapter 2 Engaging English language learners and Assessing Learning; assign chapter minilesson teaches for all; allow planning time

Phonemic Awareness and Phonics (review from Reading1;(Big 5)

Assignment: Complete study guide for chapter 2

September 10

Topic: Putting it All Together– Chapter 14 ; Know these Texas Instructional Frameworks for Language Arts: 4 patterns of practice, Lit Circle, Lit Focus, etc.

Assignment: Complete study guide for chapter 14; start chapter 3 study guide

Assignments: Start: Plan minilessons for struggling reader or ELL student

Week 4,

September 15

Topic: Chapter 3 – Emergent Literacy (Phonemic Awareness) (Phonics)

Topic: 5 essentials of Reading Instruction: Teach Phonemic Awareness and Phonics(aka Big 5, 5 Pillars of reading, etc) Know the phonological awareness umbrella, how to assess using elkonin boxes and running records, TPRI in Texas; review from Reading 1 content

September 17

Topics: Investigating Nonfiction Chapter 10 (expository text structures; quality nonfiction characteristics

Read Tompkins **chapter 10**, Complete study guide; Think of a nonfiction “topic or THEME you would like to include in your future classroom. Social studies, science or math concepts related to the content TEKS for your grade could be helpful.

Due: Rough draft of minilesson 1 using tradebooks for theme for Struggling Reader/ELL

Week 5,

September 22

Topics: Chapter 4: Personal Writing How to write a nonfiction booktalk and how to “frame a lesson” Name the 6 literacies; **Chapter 7:** Visual Language: Viewing and Visual Representation (puppets for dramatic presentations); Extra Credit for OTE 1

Due: Minilesson using tradebooks for theme for Struggling Reader/ELL

September 24

Topic : Chapter 6: The Writing Process; OTE review-Bingo of Reading II essentials How to write a NONFICTION BOOKTALK

Assignment: complete study guide chapter 6

Due: Minilesson for teaching **personal** writing (packet has sample of minilesson format)

Week 6, Literature Research Week

September 29 campus research for award winning nonfiction books and theme

Assignments: You are to write a nonfiction book(rough draft with a summary and justification section, add activities as you learn them this semester see tab 4) for your “best” nonfiction award winning tradebook. Post the draft of thenonficiton booktalk on elearning in the nonfiction booktalk section. Be sure there are no duplicates of the booktalk tradebooks. In November you will present your nonfiction book and booktalk to the class.

October 1

Topics: Literature/UTD library Research Day(tab 4)

Assignments:

8. Print out Orbis Pictus nonfiction award list for last 5 years at www.ncte.org
9. Print out Robert Sibert nonfiction award list for last 5 years at www.ala.org
10. POST your Booktalk nonfiction book choice elearning and the “concept” or theme chosen by you for portfolio activities/works (ideas in chapter 10)
11. Print out Bluebonnet, Lone Star current school year reading lists www.txla.org or your state award
12. Print out current Teacher’s Choices, AND Children’s Choices awards www.reading.org .
13. Select poetry book for concept/theme “chosen”; print out choice when “found” then post
14. Select a award-winning tradebook (relate to your theme) to be read aloud (nonfiction) Print out your choice when “found” then post choice
15. Select 3 award winning books related to theme. Print out award list for each one. One may be fictional information/free choice think Magic School bus). Post choices when “found” as a threads to your theme on elearning.
16. You are to locate ALL these books (min 5) and have them in your possession to be used for portfolio theme and strategies/activities
17. Read The Fundamental 5: The Formula for Quality Instruction by S. Cain_ and M. Laird
18. You are to write a nonfiction book(rough draft with a summary and justification section, add activities as you learn them this semester see tab 4) for your “best” nonfiction award winning tradebook. Post the draft on elearning in the nonfiction booktalk section. Be sure there are no duplicates of the booktalk tradebooks.

Week 7,

October 6

Opportunity to Excel 1 Bring study guides for Covers chap 1,2,3,4, 6,10, 14

Study guides due for all chapters for OTE 1

October 8

Topic: Chapter 6: Written Language: Reading and Writing (focus on reading process and teaching it) **Comprehension: Blooms, Herber 3 level guide, Nila Blanton Smith**

Due: Minilesson for teaching **personal** writing skills (packet has sample of minilesson format) using expository/nonfiction tradebooks related to theme

Due: Printouts for Orbis Pictus, Robert Sibert, Bluebonnet, Lone Star or State award, current Teacher's Choices, Children Choices, (6 x 3) In addition award list with highlight of nonfiction choices of read aloud book, any other 3 award winning books, and poetry book with a poem related to your theme in it or can be the whole poetry book.

Plan "before", "during" and "after" activity selected from tab 8; These must be specifically named with templates (must use blank templates then completed ones). Print out teacher how to instructions from the internet.

Week 8,

October 13

Topic: Chapter 8- Building Vocabulary Words and Their Meanings: Structural Analyses, Morphemic analysis; affixes, derivational endings; inflectional endings, roots

Assignment: Complete study guide chapter 8

October 15

Topic: Chapter 8 Building Vocabulary with Tier 1, 2, 3 words (VOCABULARY)

Assignment: Complete study guide chapter 8

Due: "Before" reading/writing activity for award-winning nonfiction tradebook

Week 9,

October 20 and October 22 off campus online research for Professional Development

Assignments:

Read book *Fundamental 5: The Formula for Quality Instruction* by Sean Cain and Mike Laird. Complete response sheets for *Fundamental 5* found before tab 1

Read online Article and review from www.reading.org, www.readingonline.org related to one of 5 components of reading (Big 5). Print article and attach review. See packet for instructions and model for review.

Read traditional (paper) Article and review from current Reading Teacher or NCTE journal, or similar educational journal. Copy all of the article, attach review following packet instructions and sample review. Length over 500 words

Plan minilessons using theme nonfiction tradebooks for vocabulary; Identify tier 1, tier 2 and tier 3 words from 1 of your nonfiction tradebooks. You will use these words in a vocabulary minilesson and for a spelling word minilesson

Week 10,

October 27

Topics: Chapter 9 Comprehending and Composing Stories

Grand Conversations; Instructional Conversations(video)

Assignments: Tompkins Chapter 9 Complete study guide

Due: “During ” reading/writing activity for award-winning nonfiction tradebook

Due: Printout of Online article and 500 word review 2) Copy of Traditional article and review (follow packet instructions tab) 3) Fundamental 5- responses; print total number of words in each document for me

October 29

Topic: Chapter 9 Comprehending and Composing Stories

Assignment: Complete study guide for chapter 9

Due: “After ” reading/writing activity for award-winning nonfiction tradebook

Week 11,

November 3

Topic: Chapter 12; Learning to Spell Conventionally

Assignment: Complete study guide for chapter 12

November 5

Topic: Chapter 5 Oral Language ; Comprehension Strategies Blooms, Herber 3 level guide, Nila Blanton Smith, QAR

Assignment: TBA

Due: Minilesson for vocabulary using structural analysis AND morphemic analysis or concepts from chapter 8 using tier 1,2,3 words (total 10 words). You will be using structural analysis (think of the 6 structures found in words: roots, base, affixes, etc) AND morphemic analysis (think of ex. Prefix un- means “not”) or concepts from chapter 8 using tier 1,2,3 words (total 10 words). May use words from any ONE of your nonfiction books. Include a list of the 10 words labeled in the tiers.

Week 12,

November 10

Topics: Chapter 13: Language Tools: Grammar and Handwriting

Assignments: Complete study guide for chapter 13

Due: Print out from website for 6 writing traits rubric for STAAR (official site for TEA for expository, persuasive, and narrative writing)

Due: Minilesson for other literacies: visual representations, listening, talking, viewing (ch 5 or 7) Write a reader’s theater (with 20 characters and 5 pages of dialogue, or create a diorama, multidimensional representations, collage, art, etc connected to your theme. The minilesson will teach your students how to do the “project” and you will create an “example” to show them and teach them the creation steps in the information section of the minilesson.

November 12

Topics: Chapter 11: Reading and Writing Poetry

Assignments: complete study guides

Due: Minilesson plan on Spelling skills USING SPECIFIC words(10 must be clearly identified. You are to teach ONE: the alphabetic principle, the pattern principle (using phonograms, etc) or the meaning principle (roots, affixes, base words, etc) for the “information/teaching” for the spelling words.

Week 13,

November 17

Topics: Comprehension and structures for expository and narrative lit; Booktalks if needed. Know all types of context clues and nonfiction text structures; **nonfiction genres**. Identify genres in your bibliography for each of your 6 books.

How to complete formative portfolio

Review elements of nonfiction booktalks (posted earlier)

Know: elements framing lesson: We will ... (then after lesson) I will. Lastly, exit strategy of applying knowledge in a new setting.

Due: Minilesson on Poetry

November 19 Author's Celebration

Topics: Authors' Celebration with Nonfiction Booktalks(A-I)

Assignments: complete all study guides

Due: (1) Nonfiction Booktalks (A-L); Nonfiction Booktalk with rubric plus activities for me, book, and, handouts of booktalk only for classmates

Week 14

FALL BREAK NOVEMBER 23-27 ENJOY

Assignment: (FLUENCY) Read Aloud Project(Field experience) guidelines in packet; Bloom's questions/activities (2) at each of 6 levels post and print out hard copy. Have "audience" sign a sheet of some type. Post Bloom's questions/activities on discussion board. Bring hard copy of Blooms questions labeled by Bloom's revised levels with "answers" ; due next scheduled class.

Week 15,

December 1

Topics: Literacy and how to craft Fundamental 5 lesson plan, Booktalks if needed M-Z; Bingo Review for OTE II

Due: Portfolio (no study guides in portfolio) Use only assignments listed on rubric, TOC, Bibliography, etc.

(2) Read Aloud project Bloom's activity(Fluency) of 12 Bloom's questions plus answers

December 3

OTE II;

OTE II chapters, terms, major concepts in short answers, etc. from Reading II essentials and **Study guides due for these chapters only 5,7,8,9,11,12,13 (7 x 5=35)**

Week 16 Finals

The Portfolio is the final assessment

Reading Day Dec.10 no class