EDRD 6315
783, Summer, 2020
Syllabus

Basic Information

Dr. Tara Wilson

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OFFICE HOURS: Tues. 10-12, Wed. 9-11, Thur. 8:30-9:30 & 3:30-4:30 and by appointment

This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

This course is focused on building background knowledge in teaching literacy in the elementary and middle school grades for the Post Bac student seeking a teaching certificate or a Master of Arts in Reading. Students explore the foundations of teaching literacy by investigating constructive education methodology in the elementary and middle school classroom. Such topics as phonemic awareness, phonics, scaffolding, differentiating instruction, spelling approaches, vocabulary building, reading comprehension and other timely issues will be addressed.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

A. Explain current issues in literacy
B. Identify the development of background knowledge of literacy in the elementary and middle school grades
C. Demonstrate knowledge of research-based strategies for students in the elementary and middle school grades
D. Demonstrate knowledge of a variety of informal assessments for literacy

This course addresses TEA Reading Specialist Standards I, III, & IV.

This course addresses the following ILA Reading Specialist Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 6.1, 6.3 & 7.2

Prerequisites:

Enrollment requires admittance to graduate studies or permission of the instructor. Course participants are students in the post-bachelor's teacher certification program or in the Reading master's program, or other master's students in the College of Education.

Materials

Required Materials:

Cunningham, P.M. & Allington, R.L. (2016). *Classrooms That Work: they can all read and write, 6th ed.* Boston: Pearson. ISBN 9780134089591

Tompkins, G.E. (2020). *Literacy in the early grades: A successful start for PreK-4 readers and writers, 5th ed.* Boston: Pearson. ISBN 9780133831467

Recommended Materials:

TK20 account: this allows for easy tracking of hours and a way to store selected assignments electronically

Other materials:

Internet, computer with webcam (Chrome Books will not work)

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Guest Lectures: (Objectives A, B, C, D) (TEA I, III, IV) (worth 50 points)
At five points during the semester, you will access a guest lecture on a current issue in education. Issues include but not limited to Dyslexia, Technology in the classroom, How to reach the English Language Learners in your classroom, Informal assessments in the primary grades, and meeting the needs of the adolescent learner. These lectures will be

presented through assigned YouTube videos. You will submit a Quick Write response to the guest speaker/YouTube video(s).

Journal: (Objectives A, B, D) (TEA I, III, IV) (ILA 1.1, 1.2, 1.3) (worth 50 points)
The summary/reflective journal serves as an exam over your reading assignments. This assignment is focused on helping you to build your background knowledge. The information is cutting edge new and the authors are well known in the field of education. Portions of your journal will be submitted at two points during the semester.

*Professional Development Project: (Objectives B, C) (TEA I, IV) (ILA 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 7.2) (worth 50 points)
This assignment serves as the field portion of your course since you are expected to share the strategies with your classmates and other educators. You will choose two strategies from the list provided in the discussion forum. (Directions are in the resource file). All of the strategies that are listed are from your textbooks. You are assigned to choose one strategy prior to midterm and one after midterm. Each time you will develop your choice of strategy into a handout. (See resource file) You will post your handout to the main discussion board under the forum: Strategy toolbox. Everyone will post, and that gives you a wide variety of researched strategies to read. Also, share with four other educators. They will need to give feedback and sign. Document this on your field log, time is 2 hours.

Discussions: (Objectives A, B, D) (TEA I, IV) (ILA 6.1, 6.3) (worth 50 points)
You will be assigned to a small peer group. You are accountable for your activity in the discussions. You will post and then respond to two of your group members' postings. Prompts will be provided for the purpose of instructor observation. However, you are not limited to only discussing the prompts. You may set up a forum for additional conversations of your choosing.

Lesson Plans: (Objectives C, D) (TEA I) (ILA 1.1, 1.2, 1.3, 2.1, 2.2) (worth 50 points)
You will write one lesson plan for the early elementary levels (K-3) and one for upper elementary or middle school (4-8). You may use any of the strategies from your textbooks to use in your plans. Along with each plan, you will submit a sketch of an interactive bulletin board, learning station, or activity center. The sketch can be submitted by scanning it into the computer and sending it as a jpeg file along with your lesson plan. You will be provided with information regarding how to write a lesson plan and you will be allowed to submit one plan for formative feedback.

Test Prep Practice: (Objectives A, B, C, D) (TEA I, III, IV) (ILA 1.1,1.2,1.3,2.1,2.2,2.4) (worth 50 points)
To aid in preparing you for the TExES, you will be given sample questions. You will submit your answers to the instructor for credit (whether it was correct or not, you will

earn the full amount of points). After answering the question, you will receive feedback on why your answer was correct or why it was perceived as incorrect. The purpose of this assignment is to develop a comfort level with the state exam.

Document activity on field log.

Grading:

Course Activity	Points	Percentage of Total Grade
Guest Lectures (5x)	50	16%
Journal (2x)	50	16%
Professional Development Project	50	16%
Discussions (5x)	50	16%
Lesson Plans (2x)	50	16%
Test Prep Questions	50	16%
Total	**300**	**100%**

Grading Scale: as adopted by graduate faculty

Grade Range	Letter Grade
93 and above (279-300)	A
85 to 92 (255-278)	B
75 to 84 (225-254)	C
Less than 75 (0-224)	D

Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

I can be contacted via email, canvas, during office hours and phone. I try to respond to messages within 24 hours. You will receive a response in 48 hours. The turnaround time on grades is a week. Check Canvas often. Feedback will either be written on assignments or a note in Canvas. I will be very engaged in your learning by participating in discussions, having office hours (both physical and virtual), Zoom meetings and posting weekly announcements.

Time Management:

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates and times. Points will be deducted for any assignment turned in late. If the student is unable to abide by the due dates and times, it is their responsibility to contact the instructor immediately.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook:Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,
- Earned (at the time of the Incomplete request) a B or better average on all coursework,
- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to
Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which necessitates specific computer
expertise on the part of the student, specific computer equipment or programs, and a
commitment on the part of the student beyond that of most other courses.) Student will
need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products
through use of their UTPB Outlook 365 and UTPB email address. For more information
refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student
who participates in, completes, and receives credit for the course. UTPB's Distance
Education Policy requires faculty members to employ at least two methods of verification
to ensure student identities. To access online courses students must login to the UTPB
learning management system using their unique personal identifying username and
secure password. UTPB's Distance Education Policy requires at least one additional
student identification method within the course that has been determined and approved
by the faculty or academic program. This course satisfies the second method of student
authentication by: Presentation of approved photo ID* through a web cam and video
recorded proctoring during assessment (Respondus Monitor, Examity)

*Approved up to date photo identifications are: passports, government issued
identification, driver's licenses, military ID from DoD. Dual credit and early college high
school students use school district identifications.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams.
Watch this short video to get a basic understanding of LockDown Browser and Monitor.

Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.)
When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

The instructor reserves the right to revise the schedule to fit the needs of the course. Students will be made aware of any changes via Canvas.

Key to the reading assignments: Tompkins (T), Cunningham & Allingtion (CA)

DATE	Assignments/Activities/Topics	Due Date
Wk 1 5/11-5/17	Read syllabus and chp 1 in both books; start journal; look over Canvas; schedule 2 Zoom meetings with Dr Wilson; and post in the introduction discussion	Midnight on5/17
WK 2 5/18-5/24	Read chp 2 in T and chp 3 in CA; do discussion #2 in your group; answer test prep question #1; and listen to guest lecture 1 & write a quick response	Midnight on 5/24
WK 3 5/25-5/31	Read chp 3 in T and chp 2 in CA; answer test prep question #2; and listen to guest lecture 2 & write a quick response	Midnight on 5/31
WK 4 6/1-6/7	Read Chp 4 in T; submit journal (chps 1-4 in T & chps 1-3 in CA); submit lesson plan (K-3); and email Dr Wilson your choose for a strategy & let your group know (No repeats)	Midnight on 6/7
WK 5 6/8-6/14	Read chp 5 in T & chps 5-7 in CA; listen to guest lecture 3 & write a quick response; submit lesson plan (4-8); email Dr. Wilson your choose for a 2nd strategy & let your group know (no repeats); answer test prep question 3; and do discussion 3 in your group	Midnight on 6/14

DATE	Assignments/Activities/Topics	Due Date
WK 6 6/15-6/21	Read chps 9 & 10 in CA & chps 6-8 in T; listen to guest lecture #4 & write a quick response; post both strategies to discussion #4 and answer test prep questions 4 & 5	Midnight on 6/21
WK 7 6/22-6/26	Read chp 12 in CA & skim over chps 9-11 in T; submit journal; listen to guest lecture #5 & write a quick response; submit feedback from 4 other educators and post in discussion #5	Midnight on FRIDAY 6/26