

EDRD 6317

794, Spring, 2020

Syllabus



Dr. Tara Wilson

OFFICE: MB 3106

OFFICE PHONE: 552-2141

E-MAIL: wilson_t@utpb.edu

OFFICE HOURS: Tues. 12:30-1:30 & 3:30-4:30, Wed. 10:00-12:00, Thurs. 11:30-1:30, 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: Students examine concepts of learning as a social process to construct meaning in oral and written language. By combining theory and practice, students implement current reading strategies in an integrated approach to using materials, methods, and media in the classroom. An online presentation component is included.

Measurable Learning Outcomes:

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

- A. demonstrate knowledge and skill in the evaluation, use, and selection of materials, methods, and media utilized in the teaching of literacy
- B. demonstrate knowledge and skill about innovative uses of technology in teaching reading, writing, thinking and problem solving
- C. participate in professional development by developing professional presentations and resources
- D. identify principles of effective literacy instruction
- E. demonstrate recognition of the needs of diverse population learners by planning strategies to meet those needs in the mainstream classroom

This course addresses TEA Reading Specialist Standards II & IV.

This course addresses the following ILA Reading Specialist Standards: 2.2, 5.3, 6.1 & 6.2

Prerequisites:

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

Materials

Required Materials:

Harvey, S. and Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding, engagement, and building knowledge*. 3rd ed. Portland: ME. Stenhouse. ISBN 9781625310637

Tovani, C. (2011). *So what do they know? Assessment that informs teaching and learning*. Portland: ME. Stenhouse. ISBN 9781571107305

Walker, Z., Rosenblatt, K., and McMahon, D.. (2016). *Teaching the last backpack generation: A mobile technology handbook for secondary educators*. Thousand Oaks: CA. Corwin Press. ISBN 9781506321523

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Brief Descriptions of Assignment

Ongoing Discussions (objectives D & E) (TEA II) (ILA 6.2) (worth 40 points)

Rosenblatt stated that students discuss what they have read to illuminate their thoughts and to internalize the lessons. Based on this theory, you will participate in small group discussions where you problem-solve or state your opinions over the literacy issues in the Tovani text. Discussions are guided by the prompts, "Are you up to the challenge?" at the end of each chapter.

* Rosenblatt, L.M. (1978) *The Reader, the Text, and the Poem: The Transactional Theory of the Literary Work*. (It is a great book!)

*Strategy Toolbox (objectives A & B) (TEA IV) (ILA 5.3) (worth 40 points)

You will select 15 digital strategies from the Walker, Rosenblatt, and McMahon text. Try each one out and summarize the experience, including how you can connect it to teaching in your content area. You will compile the written responses to the strategies into a Strategy Toolbox. Follow-up at the end of the semester by selecting your 3 favorite strategies and sharing your experience with them on the discussion board. (Depending on class size, you may be placed in small groups for this discussion assignment.) ***Reading students document this in your field log, time is max 4 hours.***

Lesson Plan (objective E) (TEA IV) (ILA 2.2) (worth 40 points)

You will develop a lesson plan that is suitable for your content area. It must include a strategy from one of your reading textbooks in this course and a strategy from your technology textbook. The lesson plan can focus on one class period, or it can last for more than one period. A template and a handout with directions will be provided for your use in preparing the lesson plan.

***Professional Development Presentation** (objective C) (TEA IV) (ILA 5.3) (worth 40 points)

As part of the CAEP accreditation requirements, you have a component in this course that involves a professional development presentation. To meet this requirement, you will present this assignment in an online setting suitable to professional development (think faculty meeting, parent meeting, community group). For this presentation, you will post the online meeting to powtoon.com, a free online site. The guidelines are explained more fully in a handout found in Canvas. Please note that the presentation **MUST** connect to literacy somehow. ***Reading students, document this on your field log, time is max 2 hours.***

Digital Notebook (objective D) (TEA II & IV) (ILA 6.1) (worth 40 points)

You will create a digital notebook that stores information from class lectures and videos throughout the course, using a variety of graphic organizers of your choosing from the course textbooks. Each entry will close with an “inner voice reflection” that supplies a Text-to-Self, Text-to-Text or Text-to-World connection to the content. For more information, please see the handout in Canvas. Notebooks will be submitted twice during the semester: at the end of session 4 and at the end of session 8.

Grading:

Course Activity	Points	Percentage of Total Grade
Discussions	40	20%
Strategy Toolbox	40	20%
Lesson Plan	40	20%
Professional Development Presentation	40	20%

Course Activity	Points	Percentage of Total Grade
Notebook (2 submissions, 20 points each)	40	20%
Total	200	

Grading Scale:

Grade Range	Letter Grade
93 and above 186-200 points	A
85 to 92 170-185 points	B
75 to 84 150-169 points	C
Less than 75	F

**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.

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, Outlook 365, my.utpb.edu	Information Resources Division (IRD)
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	Dean of Students (432) 552-2600
Technical Support	Canvas 1-866-437-0867

SERVICE	CONTACT
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 adjust assignment due dates to meet the needs of the class. Students may work ahead on assignments but they may not be graded ahead of time. Assignments are to be submitted electronically to the submission link located in the appropriate week. Make sure that each assignment has your last name and first initial in the file name and is also stated in the header of your document. For example, (wilson_t_lesson_1) on the file and Tara Wilson in the header.

Reading assignments are due on the date assigned. Candidates are expected to complete the reading assignments that apply to their certification areas.

Key to the reading assignments: *So What Do They Know* (T); *Strategies That Work* (HG); *Teaching The Last Backpack Generation* (WRM).

HG assignments: Please note that you are all welcome to read all of the HG assignments. However, some of the reading assignments in *Strategies That Work* (HG) are selected especially for middle and high school teachers. These are highlighted in yellow and will replace another HG assignment that is posted.

T and WRM assignments: Everyone reads all of the assignments for *So What Do They Know* (T) and *The Last Backpack Generation* (WRM).

Everyone listens to all lectures and watches all videos.

Note: All assignments are due on Sunday by midnight. NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

DATE	Assignments/Activities/Topics	Due Date
3/09 Wk 1	SPRING BREAK! All modules and assignments are available in case you want to get a head start.	3/15
3/16 Wk 2	Read the syllabus, Read T Chp.1; read HG Chps 1&2 (MS/HS: You are excused from HG Chapter 1; instead read HG Chapter 13 <i>Content Literacy</i>) Watch Tovani: So What Do They Really Know? Part 1 Video Introduce yourself on the discussion board: What grade and subject do you want to teach or do you already teach?	3/22
3/23 Wk 3	Read T Chp 2; Read HG Chp 3; Begin reading WRM Chp 1 Watch Tovani: So What Do They Really Know? Part 2 Video Strategy Toolbox: prepare, try out, summarize and reflect on WRM strategies 3.1, 3.2 & 3.3 Respond to prompt on discussion board for T	3/29
3/30 Wk 4	Read HG Chp 4 (MS/HS: You are excused from HG Chapter 4; instead read HG Chapter 11) Complete reading WRM Chapter 1; read T Chp 3 Watch Tovani: Comprehending Content Part 1 Watch Tovani: Comprehending Content Part 2 Watch Tovani: Comprehending Content Part 3 Watch Tovani: Comprehending Content Part 4 Strategy Toolbox: prepare, try out, summarize and reflect on WRM strategies 3.4 & 3.5 Begin brainstorming for PD assignment and respond to T discussion	4/5
4/6 Wk 5	Read T Chp 4, WRM chp 2 and HG chp 5 (MS/HS: You are excused from HG Chapter 5; instead read HG Chp 12) Watch Tovani: Thoughtful Reading Part 1 Watch Tovani: Thoughtful Reading Part 2	4/12

DATE	Assignments/Activities/Topics	Due Date
	Watch Tovani: Thoughtful Reading Part 3 Watch Tovani: Thoughtful Reading Part 4 Strategy Toolbox: prepare, try out, summarize and reflect on WRM strategies 3.6, 3.7 & 3.8 Select a topic (must be related to literacy), let me know and start planning Respond to T discussion and submit notebook part 1	
4/13 Wk 6	Read T Chp 5, finish WRM Chp 3, and HG Chps 6 & 7 Watch Tovani: Fix Up Strategies Strategy toolbox: prepare, try out, summarize and reflect on WRM strategies 3.9 & 3.10 Begin planning lesson for your content area & submit it's objective for feedback Tovani discussion board	4/19
4/20 Wk 7	Read T Chp 6 and WRM Chp 4 Find your content area and watch at least 1 Ted Talk: English Math Science Physical Education Social Studies Creativity in Education Strategy Toolbox: prepare, try out, summarize and reflect on 3.11, 3.12 & 3.13 Respond to Tovani discussion board, submit lesson plan and submit professional development	4/26
4/27 Wk 8	Read Chp T 7 and HG Chps 9, 10 & 14 Watch Formative Assessment presentation from NCTE 2012:	5/1

DATE	Assignments/Activities/Topics	Due Date
	Watch Tovani: Talk to Me interview with two struggling readers Watch Tovani: Talk to Me interview with Shaq Submit toolbox including 3.14, 3.15 & 3.16 Respond to Tovani discussion board and submit journal pt 2	

Sample Syllabus