EDRD 6320
Section, Spring, 2021
Syllabus

Basic Information

Instructor Name

OFFICE:
OFFICE PHONE:
E-MAIL:
OFFICE HOURS:

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:

Graduate students apply their knowledge of vocabulary and spelling by assessing a student's spelling and vocabulary needs. Through interventions and gathered data, the student's growth is assessed and compiled into a final analysis in a practicum approach. Graduate students also study how reading, spelling, and vocabulary interrelate and then construct a literacy project to share with area schools.

Measurable Learning Outcomes:

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

A. Administer, score and analyze literacy assessments
B. Create spelling and vocabulary activities
C. Develop skills in teaching sound/letter correspondences, phonics, spelling patterns, high frequency words, decoding strategies and word use strategies
D. Design a word study program that explicitly teaches necessary skills and engages students' interest in word use and meanings
E. Communicate with peers and community regarding current research, planning and professional development
F. Describe the writing process as a teaching method to enhance spelling, vocabulary development and reading comprehension

This course addresses the following TEA Reading Specialist standards: I, II, III & IV.

This course addresses the following ILA standards:1.1, 1.3, 3.2, 3.4, 7.1-7.4

Prerequisites:

Admitted into the Literacy Graduate Program

Materials

Required Materials:

Bear, D.R., Invernizzi. M., Templeton, S. & Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary and spelling instruction* (6th ed). Pearson. ISBN: 978-0133996333

Beck, I.L., McKeown, M.G. & Kucan, L. (2013). *Bringing words to life: Robust Vocabulary instruction* (2nd ed). Guilford Press. ISBN: 978-1462508167

Other materials:
Free Download *Put reading first: The research building blocks for Teaching children to read*.

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

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

Introduction to Spelling: (Objectives: C, D & F) (TEA I) (ILA 1.1) (worth 15 points)
Students will write a 2-page introduction to the spelling portion of their Digital Handbook by summarizing what the text has to say about word study. Include in the introduction a list of the 5 stages of spelling and their definitions. You may elaborate or include any other information from the first two chapters that you desire. Be sure to cite your sources.

Introduction to Vocabulary: (Objectives: C, D & F) (TEA I) (ILA 1.3) (worth 15 points) Students will write a 2-page introduction to the vocabulary portion of their Handbook by summarizing what the text has to say about assessment and about robust vocabulary instruction. Include in the introduction a summary of procedures for introducing words found in the assigned pages of *Bringing words to life.* You may

elaborate or include any other information from the reading that you desire. Be sure to cite your sources.

Summary of Assessments: **(Objective: A) (TEA II) (ILA 3.1 & 7.1) (worth 20 points)** Download the Brief Summary of Assessments form from Class Resources. Record the results of your Qualitative Spelling Inventory features-analysis, your San Diego Quick Reading Assessment, and your three grade-levels of assessment of vocabulary knowledge. Record the raw scores as number of correct responses in each category. Interpret the student's performance by spelling stage, estimated reading levels, and estimated vocabulary-knowledge levels by the guidelines provided on the form.

Lesson Plans: **(Objectives: B, C & D) (TEA I & II) (ILA 1.1, 7.1) (worth 20 points each, 60 points total)** Create 3 lesson plans to meet the needs of your tutee, conduct the lessons and write a reflection per lesson. As the course progresses, your lessons will expand as it applies to the requirements of the particular modules.

Progress Reports: **(Objectives: A & C) (TEA I, II & IV) (ILA 1.1, 1.3, 3.2, 3.4, 7.1 & 7.3) (worth 20 points each, 40 points total)** Present the assessments you have completed and the descriptions of the assessments. Describe your tutoring and your analysis of progress. Describe and explain the word study sort and activities the student has completed. Describe and explain the vocabulary development activities the student has completed. Provide author and title of books the student has read and / or listened to. Analyze the student's progress in developing orthographic knowledge and in developing vocabulary knowledge, and comment upon your goals for your student.

Selecting & Introducing Words: **(Objectives: C, D & F) (TEA I) (ILA 1.3) (worth 15 points)** Students will write a 2-3 page to add to the vocabulary portion of their Handbook. This paper should summarize what the text has to say about selecting and introducing words from read-aloud texts for robust vocabulary instruction. Be sure to cite your source(s).

Word Games: (Objectives: B, C & D) (TEA I, II & III) (ILA 1.3 & 7.1) (worth 20 points each) Using the results of the Qualitative Spelling Inventory Feature-Guide Analysis, identify the word sorts that you are likely to use in tutoring. Then, identify games that will provide extension activities and applications of those word sorts. Following the instructions in the text, construct two games that are classroom-ready for use. Create a folder to keep the games in and attach envelopes to the folder to contain all game pieces. Use the games as extensions of word sorting in lesson four and thereafter. Take a picture of the game and submit as a jpeg file. Also, write a description of the game and a description and analysis of its use within tutoring (1 page).

Spelling Inventory:(Objective: A) (TEA I, II & III) (ILA 3.4 & 7.1) (worth 15 points)

Administer a Qualitative Spelling Inventory (QSI). Fill out a Feature Guide analysis sheet and write at least a paragraph of description and analysis of your tutee's ending performance and growth on the QSI. Note: Is the tutee still at the same spelling stage (as, Late Letter-Name, or Early Within Word)? Has the tutee shown progress on one or more columns of the Feature Guide (as, consonant blends or long vowel patterns)? Has the tutee improved performance on any of the specific spelling skills that you worked on within your word-study lessons? Try to account for the progress that you found by administering the Qualitative Spelling Inventory.

Handbook: (Objectives: C, D, E & F) (TEA I & IV) (ILA 1.1, 3.2, 3.4 & 7.2) (worth 30 points) All semester you will be adding to your handbook. Directions are above and on Canvas. You will share your Handbook with your school faculty (or a grade-level team) and will place it in the professional development section of your school library. "Sharing" means displaying it, handing out a Table of Contents to each person, telling them briefly about the contents, and summarizing what you learned by writing the handbook and what you think might be useful to them. Must also submit evidence of having shared the handbook.

Case Study Notebook (**Objectives: A, C, D & F) (TEA I, II, III & IV) (ILA 3.2, 3.4, 7.1, 7.3 & 7.4) (worth 30 points)** Document everything you do with your tutee. This must include anecdotal records that have the date and time spent logged. Some of the above assignments will also be included in the notebook. More information can be found on Canvas.

Discussions (5): (Objective: E) (TEA I & IV) (ILA 1.1, 1.3, 3.2 & 7.2)(worth 20 points total) You will participate in 5 prompt guided discussions. More information can be found on Canvas.

Grading:

Course Activity	Points
Spelling Paper	15
Vocabulary Paper	15
Assessments	20
Lesson Plans (3)	60
Progress Reports (2)	40
Words Paper	15
Word Games (2)	40
Spelling Inventory	15
Handbook	30
Case Study	30
Discussions (5)	20
Total	**300**

Grading Scale:

Grade Range	Letter Grade
279 points and above	A
255-278 points	B
225-254 points	C
Less than 225 points	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. 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. **5 points per day 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, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an

extension. The student signs a contract that includes the incomplete course activities and the new due dates.

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 Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

> **ADA Officer for Students**: Mr. Paul Leverington
> **Address:** Mesa Building 4242/4901 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. Student will also need to know how to participate in Zoom meetings.

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* by assignment.

*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.

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	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
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.

DATE	Assignments/Activities/Topics	Due Date
Week 1	Read *Put Reading First.* Complete Module / Week 1. Read over the Syllabus and Canvas. Participate in introduction discussion board. Find a tutee.	
Week 2	Read chps 1 & 2 *Words Their Way.* Read chps. 1, 2 & 3 in *Bringing Words to Life*. Complete Module / Week 2. Start tutoring. Introduction to Spelling and to Vocabulary due. Description of tutoring arrangement due.	
Week 3	Complete Module / Week 3. Lesson plan due. 2nd discussion board due.	
Week 4	Complete Module / Week 4. Read chp 4 and whatever chapter that matches the spelling level of your tutee in *Words Their Way*. 2nd lesson plan due.	
Week 5	Complete Module / Week 5. 3rd discussion board due. Read chp. 4 in *Bringing Words to Life*. First Word game due.	
Week 6	Catch up week! Schedule a time to meet with your professor.	
Week 7	Complete Module / Week 7. Read chps. 5, 6 & 7 in *Bringing Words to Life.* Lesson plan 3 due. 3rd discussion board due.	
Week 8	Complete Module / Week 8. 2nd word game due. Read the appropriate chp in *Words Their Way* for your grade level.	

DATE	Assignments/Activities/Topics	Due Date
Week 9	Complete Module / Week 9. 4th discussion due.	
Week 10	Complete Module / week 10.	
Week 11	Complete Module / Week 11. 5th discussion due. Schedule a time to meet with your professor.	
Week 12	Complete Module / Week 12. Spelling Inventory due.	
Week 13	Complete Module / Week 13. Words paper due.	
Week 14	Complete Module / Week 14. Handbook due.	
Week 15	Complete Module / Week 15. Submit Case Study Notebook.	
Week 16	Complete Module / Week 16. Schedule a time to meet with your professor.	