



REOL 535: Methods and Materials of Language Arts in Public Schools
(3 Credit Hours)
Course Syllabus – 2012, Summer II
Online Thursdays, 8:00-9:30 PM, ET
Professor: Dr. Cristine G. Goldberg

Matrix Connecting Kentucky and University of the Cumberland's Standards to REOL 535

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
x	x	x	x	x	x	x	x		x	x	x
Standard I	Demonstrates applied content knowledge										
Standard II	Designs and plans instruction										
Standard III	Creates and maintains learning climate										
Standard IV	Implements and manages instruction										
Standard V	Assesses and communicates learning results										
Standard VI	Demonstrates the implementation of technology										
Standard VII	Reflects on and evaluates teaching and learning										
Standard VIII	Collaborates with colleagues, parents, and others										
Standard IX	Evaluates teaching and implements professional development										
Standard X	Provides leadership within the school, community, profession										
Standard XI	Demonstrates behavior supportive of the University's Mission Statement with particular emphasis on the Department's identified dispositions										
Standard XII	Demonstrates behaviors supportive of the Kentucky School Professional Code of Ethics										

Matrix Connecting NCTE Standards to REOL 535

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
x	x	x	x	x	x	x	x		x	x	x

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Matrix Connecting NETS: National Educational and Technology Standards to REOL 535

I	II	III	IV	V
X	X	X	X	X

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

University of the Cumberland

Reflective Constructors of Quality Learning Experiences through Critical Thinking

Unit’s Conceptual Framework

The Department of Education at University of the Cumberland has adopted the motto “*Reflective Constructors of Quality Learning Experiences through Critical Thinking*” to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework: REOL 535 supports the Unit’s Conceptual Framework in the requirement that advanced candidates participate in meaningful experiences to develop a set of dispositions, pedagogical strategies, and skills that will enable them to provide instruction in reading and writing to meet the varied needs of diverse learners. The use of critical thinking as well past learning experiences is integral to this course.

Caring, Strong Work Ethic, Critical & Creative Thinking

Academic Expectations covered

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
 - 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

EPSB Themes covered: Diversity, Literacy, Closing the Achievement Gap, Assessment

REOL 535: Methods and Materials of Language Arts in Public Schools
REOL 535

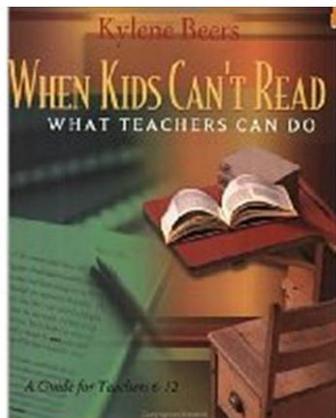
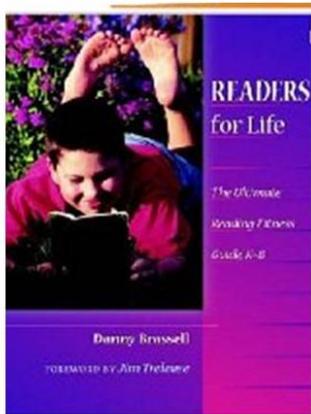
In general, all communication is within the course in order to keep all information in one place.

Professor: Dr. Cristine G. Goldberg Office: NA

E-Mail: Personal: cristine.goldberg@gmail.com and UofC: cristine.goldberg@ucumberlands.edu

Office Hours: Virtual: After class, as late as you wish or any time between 8:30 a.m. and 9 p.m. You may email me within the course for an appointment.

REOL 535 REQUIRED TEXTS and RESOURCES:



(N.B.: This class covers English Language Arts (ELA) instruction in public schools, so we will all consider ELA across all grades.)

(1) Beers, K. (2003) *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NJ: Heinemann. ISBN 0-86709-519-9

(2) Brassell, D. (2006). *Readers for Life: The Ultimate Reading Fitness Guide, K-8*. Portsmouth, NJ: Heinemann. ISBN 0-325-00894-9

(3) *Workshop 5. Teaching Writing as a Process*, 1 hour video

<http://www.learner.org/workshops/readingk2/session5/index.html>

Teaching writing is an important component in a comprehensive literacy program. In this session, teachers will discuss the stages of the writing process — planning, drafting, revising, and editing— and brainstorm ways to inspire their students' narrative writing.

(4) Jim Burke on Graphic Organizers

Teaching Tip: Jim Burke on using a graphic organizer to help students organize their thoughts for academic writing.

<http://www.youtube.com/watch?v=-k7Yuo4uMhw>

(5) Kentucky Core Academic Standards for English Language Arts

http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf

(6) NCTE Standards for the English Language Arts

<http://www.ncte.org/standards>

A microphone/headset combo is necessary if your wish to talk during weekly discussions. A USB-connection microphone works best.

Prerequisites: REOL 531

Catalog Description and Credit Hours: An analysis of methodologies and instructional techniques, application and methods to the skills and content areas of language arts. 3 semester hours

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives
EPSB Themes: Diversity, Literacy, Assessment, Closing the Achievement Gap, School Safety
Kentucky Teacher Standards (KTS); NCTE (National Council of the Teachers of English (NCTE));
International Reading Association (IRA)

REOL 535 Course Learning Objectives Upon successful completion of this course, candidates in REOL 535 will:	Standards (KY) & EPSB Themes IRA/NCTE	IRA Standards (Please see the next page for the full standards)	Learning Tasks /Program Outcomes * = Signature Assignment
Structure and organize writing workshops	KTS 1, 2, 3 Literacy, Diversity, IRA/NCTE 1, 2, 3, 4, 5, 6, 9	1.1, 2.1, 2.2, 4.2 5.1, 5.3, 5.3, 5.4	Cooperative Chats, Readings, Written reflections, Peer-reviewed research project* , Discussion Board
Aid students in their development of literacy skills, including those crucial to effective writing;	KTS 1, 2, 3, 4, 5, 6 Literacy, Diversity, C IRA/NCTE 1, 3, 4, 5	2.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.3, 5.3, 5.4	Cooperative Chats, Readings, Written reflections, Field experience, KTIP lesson plans* , Discussion Board
Design effective mini-lessons	KTS 1, 2, 3 Literacy, Diversity, Assessment IRA/NCTE 1, 3, 4, 5, 7, 8, 9	1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 5.3, 5.4	Field experience, KTIP lesson plans*
Develop and implement approaches and lesson plans proven effective in addressing reading, writing, speaking, and listening problems;	KTS 1, 2, 3, 4, 5, 6, 7, 8, 10, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 2.2, 2.3, 3.3, 5.1, 5.3, 5.3, 5.4	Cooperative Chats, Chat presentations, Discussion Board KTIP lesson plans*
Teach Edited American English through the writing process	KTS 1, 2, 3 Literacy, Diversity, C IRA/NCTE 1, 9	1.2, 2.2, 2.3, 3.2, 3.3 4.1, 4.2, 5.1, 5.3, 5.3, 5.4	Peer-reviewed Research Paper, Field experience
View and value themselves as writers, not merely readers	KTS 1 Literacy IRA/NCTE 1, 4, 5, 6, 7	6.2	Cooperative Chats, Readings, Written reflections, Peer-reviewed research project* , Field experience, KTIP lesson plans* , Discussion Board, Writer Self-Perception Survey
Link reading to writing	KTS 1, 2, 7 Literacy, Diversity IRA/NCTE 1, 3, 4	1.1, 1.3, 2.2	Cooperative Chats, Readings, Written reflections, Peer-reviewed research project* , Field experience, Discussion Board
Utilize the reading and writing standards mandated by the No Child Left Behind (NCLB) legislation, the SPA standards, and the KCAS (Kentucky Core Academic Standards) in developing, implementing, and analyzing KTIP lesson plans;	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Cooperative Chats, Written reflections, observations, KTIP lesson plans* , case study* , Chat presentations
Accrue and document a minimum of 5 field experience hours	KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2	2.1, 3.1, 3.2, 3.3, 3.4, 4.2	Observations, teaching, written reflections, KTIP lesson plans*
Demonstrate professional, courteous behaviors in all aspects of the course, including developing original products, eschewing plagiarism, adhering to copyright guidelines, maintaining student and colleague confidentiality, and using appropriate language in oral and written communications.	KTS 1 UC 11, 12, IRA/NCTE 11, 12	6.1, 6.2, 6.3	Cooperative Chats, Chat presentations, Readings, Discussion postings, written reflections, peer-reviewed research project* , Field experience, KTIP lesson plans* , Writer Self-Perception Survey

International Reading Association Standards, 2010

The International Reading Association's 2010 Standards for Reading Professionals describes what reading professionals should know and be able to do. The standards describe the literacy process and the teaching proficiencies professionals should possess to effectively apply that knowledge. The following revised Standards for Reading Professionals were adopted by the IRA in 2010, replacing the earlier 2003 revision. With the addition of a new diversity standard, Standards 2010 addresses the urgent need for preparing reading professionals to teach today's increasingly diverse student population.

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

This course aligns with the following standards from International Reading Association's 2010 Standards for Reading Professionals

<p>IRA Standard 1: Foundational Knowledge <i>Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</i></p>	
1.1	Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
1.2	Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
1.3	Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
<p>IRA Standard 2: Curriculum and Instruction <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i></p>	
2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2.3	Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
<p>IRA Standard 3: Assessment and Evaluation <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</i></p>	
3.1	Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2	Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3	Candidates use assessment information to plan and evaluate instruction.

3.4	Candidates communicate assessment results and implications to a variety of audiences.
IRA Standard 4: Diversity <i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i>	
4.1	Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2	Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4.3	Candidates develop and implement strategies to advocate for equity.
IRA Standard 5: Literate Environment <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</i>	
5.1	Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2	Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3	Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
5.4	Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
IRA Standard 6: Professional Learning and Leadership <i>Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</i>	
6.1	Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
6.2	Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3	Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

NOTE: Only Standard 6.4 is absent from this IRA Standards 2010 alignment with ENOL 532. Candidates are encouraged, not required, to join the International Reading Association, their state reading association, and local organizations dedicated to reading research and advancement.

Field Experience Requirements: 5 hours, including creating and teaching a 20- to 40-minute lesson. Details below

Class Attendance and Plagiarism:

Attendance at the last chat is required. If you miss this chat without an emergency situation, then your grade will be lowered one full letter grade. This is my policy, not a UC policy.

No work missed because of absence will be made up unless prior arrangements are made with the professor.

Even if you have received permission from me to make up work due to extenuating circumstances, no late work will be accepted the last four days before our class ends. Failure to revise a document when requested to do so will result in no points for that assignment.

If you find that your work cannot be completed and your situation warrants an Incomplete, then please review the guidelines for an Incomplete in the Graduate Handbook. All requests for an Incomplete must be made five days before our class ends in order for it to be processed and receive the required signatures. You must email and officially ask for an incomplete—this is not automatic and I cannot initiate this process for you.

The university allows one chat absence with no penalty; however, I require that you be present for the final chat. Failure to be present for the final chat will lower your grade a full letter grade. Additionally, the Graduate Handbook indicates that 2 absences or 2 tardies may cause you to fail the course.

Academic Honesty

Academic honesty is expected in all coursework completed. Students are expected to complete all work independently, avoiding plagiarism and all forms of collaboration except for those explicitly stated as course requirements. Please note the University's Academic Dishonest policy, particularly the last paragraph outlining penalties for infractions, from the *Student Handbook*:

Academic Dishonesty

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- cheating - using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities;*
- lying - falsifying, fabricating, or forging information in either written or spoken presentations;*
- plagiarism - using the published writings, data, interpretations, or ideas of another without proper documentation.*

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body.

Academic Accommodations: "Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors." (Verbatim from the UC catalog.)

Grade Appeal Process: Refer to the University of the Cumberland's policies in the University Catalog and Student Handbook.

Course Guidelines and Behavioral Expectations:

Please be one who reads and follows instructions on assignments.

E-Mail Information

Communication is primarily within the course and you should make use of that avenue first. This will provide you with a dated “sent” e-mail which you can use to substantiate any claims of lost e-mails. Claims of lost e-mails without evidence will not be excuses for failure to meet course requirements.

Assignment Specifications

Title of Submissions:

All submissions must have titles in this form:

Lastname_Firstname_REOL535_assignmentshortname.ddmmyy

It is very difficult and time-consuming to try to identify the author at times. I do not grade incorrectly named submissions.

Only Microsoft Office documents will be considered. If you send a document from a Macintosh which will not open in appropriate format, you will be asked to resend the assignment.

Assignments will usually be attached to the week’s Drop Box or Discussion Board. Exceptions will be noted specifically, e.g., your personal contact information. Any exception must be approved by the instructor. *Do not e-mail assignments without specific instructions/prior approval.*

Policy Regarding Late Assignments

Please note that **being on time** for all assignments is imperative in this course. Follow the dates listed on this document and also in the Assignment Checklist. If there are reasons that you cannot make a due date, please notify me **in advance** to see if special circumstances may be permitted. You are permitted to work ahead on assignments. *Assignments submitted late will not be eligible for full credit without permission from the instructor.*

Grading Scale: A = 90-100% B = 80-89% C = 70-79% F = 0-59%

Writing Expectations: Candidates will communicate in multiple ways throughout this course: in synchronous chats, discussion board posts, email, a research paper, and in collaboration regarding the paper. Clarity of expression and integration of evidence are necessary for effective communication and effective participation in this course. Planning and organization of ideas and concepts are required for the successful completion of the written and oral assignments.

Instructional Strategies: Candidates will be well versed in the **7 co-teaching strategies** as well as other applicable strategies for teaching reading and writing.

Technology Outcomes: This being an online course, candidates will use various electronic resources to complete course requirements. These include using an Internet browser, the course-specific software for synchronous access to chats, the Discussion Board, Drop Boxes, and several internet sites, plus sources for the research paper. Both a University of the Cumberland’s e-mail address and a personal email address are required. In addition, using Microsoft **Word** is a requirement for the research paper and peer review, as well as for Field Experience documents. Other web sites, including readwritethink.org and ERIC, are used for this class. Articles from the online databases of Hagan Memorial Library are also used to complete student assignments.

Methods of Instruction:

- Online weekly discussions
- Discussion participation
- Discussion groups (if utilized)
- Written contributions in discussion postings and reflective responses
- Individual assignments
- Collaboration: Peer review of a classmate’s research paper

Plan of Evaluation:

Possible points	Assignment
2	Introductory Information, 2 @ 1pts.
12	Literacy History
41	Research Paper on writing
20	Field Experience
10	5 @ 2 Discussion Forums/Boards
15	Final Reflection
10	Weekly Discussions Participation, 8@1

T= 100

Course Requirements

Assignments are due at the dates and times specified on the REOL 535 Assignment Checklist, found in the Important Documents Folder under the Lessons Tab.

The instructor reserves the right to modify Course Requirements based on the needs of the class.

Week	Topic/Readings	Assignments (DUE at 9:00 p.m., unless otherwise stated)
1	Introduction of course details, assignments, readings; getting to know classmates; and online databases at UC library	<ul style="list-style-type: none"> • Begin textbook readings; • Post your literacy history to DISCUSS thread and respond to two others' postings; • Upload introduction to the DROPBOX; • Post your two writing topic preferences for the research paper to the Discussion Board.
2	Standards Discussion	Post to Discussion Board and respond to others Read / Review: <i>Kentucky Core Academic Standards for English Language Arts</i> http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf <i>NCTE Standards for the English Language Arts</i> http://www.ncte.org/standards
3	Shared Reading Read <i>Shared Reading in the Upper Grades? You Bet!</i> at http://findarticles.com/p/articles/mi_m0STR/is_6_112/ai_98594731 Discussion TOPIC: How does the information from these textbooks inform your teaching practice? Be prepared each week to share 2 significant items from the textbook readings. These can be quotations or direct examples from your own schooling or teaching that relate to specific statements by Brassell or Beers.	TEXTBOOK readings: Brassell: Forward, acknowledgements, introduction and chapters 1 – 6, pp. 1 – 37 Chapter Titles: Where do you begin? How do you get materials for your classroom library? How do you create a cozy, inviting library? How do you make reading fun? What do you do now? How do you attract volunteers? Beers: Chapters 1 – 4, pp. 1 – 60 Chapter Titles: A Defining Moment; Creating Independent Readers; Assessing Dependent Readers' Needs; Explicit Instruction in Comprehension Post to Discussion Board
4	Discussion TOPIC: How does the information from these textbooks inform your teaching	Brassell: Chapters 7 & 8, Block 1 & Block 2, pp. 38 – 50 and Appendices p. 75 – 79, Block 1 &

	practice? Be prepared each week to share 2 significant items from the textbook readings. These can be quotations or direct examples from your own schooling or teaching that relate to specific statements by Brassell or Beers.	Block 2 Chapter Titles: Talk; Book Talk Beers: Chapters 5 & 6, pp. 61 – 101 Chapter Title: Learning to Make an Inference Post to Discussion Board
5	Review Jim Trelease’s web site on reading aloud: http://trelease-on-reading.com/ Note especially the research on vocabulary and SES: MEANINGFUL DIFFERENCES The huge (and “secret” differences in vocabulary between rich, working class, and poverty children, and how it impacts school scores. ALSO review : http://www.benchmarkeducation.com/educational-leader/reading/understanding-read-alouds.html#Section_6	Brassell: Chapters 9 & 10, Block 3 & Block 4, pp. 51 – 58 and Appendices pp. 75 – 79, Block 3 & Block 4 Chapter Titles: Picture Read; Read Aloud Beers Chapters 7 & 8, pp. 102 – 175 Chapter Titles: Constructing Meaning: During Reading Strategies; Extending Meaning: After Reading Strategies
6	Discussion TOPIC: How does the information from these textbooks inform your teaching practice? Be prepared each week to share 2 significant items from the textbook readings. These can be quotations or direct examples from your own schooling or teaching that relate to specific statements by Brassell or Beers. Field experience, KTIP-implemented lesson plan due	Brassell Chapters 11, 12, & 13, Block 5 & Block 6, pp. 51 – 58 and Appendices p. 83 – 88, Block 5 & Block 6 Chapter Titles: Partner Read; Writing & Games; Time to Take Action Beers Chapters 9 & 10, pp. 176 – 219 Chapter Titles: Vocabulary: Figuring Out What Words Mean; Fluency & Automaticity Post to Discussion Board
7	Final reactions to Beers	Beers Chapters 14 & 15 & Appendices, pp. 281 – 368 Chapter Titles: Finding the Right Book; A Final Letter to George Present significant points from research paper to class
8	Summarizing the course	• Reflection / Exam on course content

(1) **Class Attendance and Participation**, Being logged on during the discussion time is not participation. Active questioning and responding to questions is participating. Posting to the Discussion Board and uploading assignments to the DROPBOX are part of participation requirements. University policy allows you to miss one weekly discussion session with no penalty if you have an emergency situation.

(2) Completion of an **2000-word research paper on writing, via the Writing Process**, which is submitted in stages and peer-reviewed (details in week-by-week document below), with the findings presented in weekly discussion;

(3) Other assignments: Discussion Board postings and final summative reflection over the course content.

(4) 4.5 hours of **field experience/observation** of classroom instruction, with reflection on the observation as part of the UC program requirements (details follow); plus **teaching of a half-hour writing** lesson, tied to KTS. Total 5 hours.

Field Experience Requirements: 5 hours which consists of 4.5 hours of observing/participating and one-half hour teaching of a planned writing lesson, tied to KTS. *Note the differences for in-service and non-teaching candidates below.*

Try to arrange an observation of an early childhood teacher (Pre-K – grade 1).

A good checklist for learning about literacy instruction in the teacher's classroom can be accessed by going to <http://web.archive.org>. Enter this address into the *Way Back Machine*: http://pals.virginia.edu/PALS-Instruments/PreK_NYCU_CheckList.pdf.

Field Experience:

Field Experience Requirements: **5 hours of field experiences**, including classroom observations and teaching a KTIP lesson plan. **You may only observe literacy lessons and activities because this is a course in English language arts.** There are differences for in-service and **not-yet-teaching** candidates. See the specifics below.

You are to observe the Kentucky Teacher Standards in action during your classroom observations and document them on the **KTIP Observation Form for KTS**. **BOTH PARTS 1 & 2 must be filled out. This form is in in the IMPORTANT DOCUMENTS folder online.**

The teaching of the KTIP lesson plan must be documented by the teacher in whose classroom you teach. The documentation form is at the end of this syllabus and is also in the IMPORTANT DOCUMENTS folder online.

Candidates who are not currently teaching can plan to accrue **5 hours** with **one** teacher, and teach a 20- to 40-minute lesson in that class at the end – this allows time to observe, get to know the children, and talk to the teacher about what needs to be taught. You may also interview teachers and administrators as part of the field experience hours. See the information at the end of the syllabus about what counts for field experience hours. The classroom teacher must document your teaching of the KTIP lesson and send an email with the form [available at the end of this syllabus and online in the IMPORTANT DOCUMENTS folder] to the professor of the course.

Candidates who are currently teaching accrue **5 hours of field experience** by spending time **with several teachers** and teach a 20- to 40-minute lesson. EPSB policy requires that the field experience observations and KTIP lesson taught **not be at your home school during paid time**. This policy rules out your own classroom and time during planning periods. It also rules out time in an after-school program for which you are paid.

See the information at the end of the syllabus about what counts for field experience hours. In-service teacher candidates who elect to teach more than one 30-minute lesson must document **each lesson** on an individual KTIP form.

You are encouraged to accrue as many field experience hours as possible during your program at University of the Cumberlands. Many of you will work in multiple schools and, perhaps, in multiple states. The more field experience hours you have on your official record the more likely you are to receive certification/endorsement in other states should you relocate. **See the Field Experience information at the end of this syllabus.**

KTIP lesson plan

The KTIP lesson plan must be a 20- to 40-minute lesson plan that is documented on the KTIP form. The time variance depends on the grade level, elementary, middle, or secondary. Parts A-1, A-2, and Task C must be filled out for this lesson plan. This form is in the **IMPORTANT DOCUMENTS folder** under the LESSONS tab inside our course online. If you are not yet teaching, it is unlikely that you will find a teacher who will let you come into his or her classroom and teach a lesson of your choice. This means that you will collaborate and develop a lesson plan based on the teacher's needs for the class. Make note of why the lesson is needed, so that you can document it on the KTIP form as a pre-assessment. Also, make provisions to have copies of student work for the teaching and learning analysis (Task C) part of the KTIP form.

More information about the field experience is available in the **GRADUATE HANDBOOK** for UC: <http://www.ucumberlands.edu/academics/graduate/downloads/GraduateEdHandbook.pdf> and **at the end of this syllabus.**

Failure to complete the field experience hours and the assignment paperwork, providing these documents will result in an F for this class. All documents, including the reflection must be uploaded to your DROPOX by the due date. These forms are in the IMPORTANT DOCUMENTS folder online. See the assignment checklist for all due dates.

REQUIRED Field Experience DOCUMENTS:

1. The KTIP Observation Guide for KTS, both Part 1 and Part 2 must be completed.

NOTE: You can observe Kentucky Teacher Standards 1, 3, 4, 5, & 6 during classroom observations. Standards 2, 7, 8, 9, & 10 are learned through interviews with the teachers. **BOTH parts 1 & 2 are filled out for classroom observations.**

2. 30 to 40-minute KTIP lesson plan template, A-1, A-2, & Task C **in one file**
3. [Teacher verification form](#)
4. Electronic online field experience form submitted at:
<https://ucmail.ucumberlands.edu/educationforms/>

N.B.: Teacher Demographics.

a. Record the information for your collaborating teacher/staff member.

*b. Enter your own information **only** when you are working with students from your own class.*

You should submit your electronic timesheets the day you complete your activity with each teacher, or as soon as possible.

When you click Submit, the timesheet report will automatically go to the instructor's University of the Cumberlands email address.

See the assignment checklist at the end of the syllabus for all due dates.

Remember, the due dates are on the assignment checklist document, and that document is the **final authority for our class.** No questions should be asked in chat regarding due dates of any assignments--check the assignment checklist for the due dates.

Conflicts of dates or assignment details should be brought to the professor's attention via email. Again, the assignment checklist document is the **final authority for our class.**

Field Experience Journal: Each time you observe, record your reflections on what you saw or did and how your experiences relate to the course readings/content. (Keep the journal for your exit portfolio; see Graduate Handbook.)

Failure to complete the Field Experience and to provide these documents will result in an F for this class.

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberland's policies in the University Catalog and Student Handbook.

Course Behavioral Expectations: Since this is a graduate level class, you are expected to demonstrate maturity by participating in the weekly online Discussion sessions unless faced with unforeseen emergencies or a scheduled necessity. You are to inform your professor of any necessary absences. No work missed because of absence will be made up unless prior arrangements are made with the professor. The university allows one chat absence with no penalty; however, **I require that you be present for the final Discussion. Failure to be present for the final Discussion will lower your grade a full letter grade.**

Academic Accommodations: "Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors." (Verbatim from the UC catalog.)

The Course Calendar is tentative. Items are subject to change due to unforeseen circumstances. **Any changes** made will be followed up with **an email from within the course to all students in the class.**

Students are responsible for weekly Discussion content whether present in weekly Discussion or not.

See the week-by-week document for readings and assignment particulars. Remember, the due dates are on the **Assignment Checklist** document. ***The Assignment Checklist document is the authority for our class.*** If there are inconsistencies of dates and deadlines, the Assignment Checklist document is our authority.

FINDING OUR COURSE DOCUMENTS ONLINE

The assignments and supporting documents will be posted in the Important Documents folder under the Lessons tab in this course on iLearn.

Related Resources

(N.B.: This is not a page of references, as in APA style. References include ONLY sources actually used in a project. These are additional items which might help you in this course.)

Bottomley, D. M.; Henk, W. A. Melnick, S. A.. (Dec 1997/Jan 1998). Assessing children's views about themselves as writers using the Writer Self-Perception Scale. **Reading Teacher**, 51 (4), 286-96.

Henk, W. A.; Melnick, S. A.. (Mar 1995). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about reading. **Reading Teacher**, 48 (6), 470-82.

OTHER INTERESTING INFORMATION:

- a. Checkout YouTube for literacy videos of use to your classroom.
- b. Reading Rockets has some specific lessons on video that are useful.
- c. Heinemann Videos are listed at:

<http://www.youtube.com/user/HeinemannVideos>

<http://edpubs.ed.gov/>

thinkfinity.com

<http://www.ncte.org>

edutopia.com

<http://www.reading.org/>

Kylene Beers, President of the National Council of Teachers of English, textbook link:
<http://www.heinemann.com/products/0519.aspx>

Quotation found there:

“If I had to recommend just one book to middle and secondary teachers working to support struggling readers, this would have to be the book. *When Kids Can’t Read, What Teachers Can Do* is a comprehensive handbook filled with practical strategies that teachers of all subjects...”

- Gillida Leitenberg, District-wide Coordinator, English/Literacy Toronto District School Board

Teaching Tip: Kylene Beers on how to help struggling readers use rereading to increase comprehension.
On YouTube.com <http://www.youtube.com/watch?v=1E51bkX5NDg>

Take a look at this video maker and her videos for teaching:
<http://www.youtube.com/user/DirectInstructionFan>

Bibliography:

- Combs, M. (2002). *Readers and writers in primary grades: A balanced and integrated approach* (2nd ed.). NJ: Merrill Prentice Hall.
- Ehri, L., Nones, S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, 36, 250-287.
- Galda, L., & Cullinan, B. E. (2002). *Literacy and the child* (5th ed.). United States: Wadsworth.
- Gentry, Richard.(2006). *Breaking the code*. Portsmouth, NH:Heinemann.ISBN 978-0-325-00922-3 / 0-325-00922-8
- International Reading Association. (1999). *Excellent reading teachers: A position statement of the International Reading Association* [Brochure]. Newark, DE: Author.
- International Reading Association. (2003). *Investment in teacher preparation in the United States: a position statement of the International Reading Association*. [Brochure]. Newark, DE: International Reading Association.
- Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (2003). *Developing readers and writers in the content areas K-12* (4th ed.). New York: Allyn & Bacon.
- Morrow, L.M., & Gambrell, L.B. (2000). Literature-based reading instruction. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 563-586). Mahwah, NJ: Erlbaum.
- National Institute for Literacy. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, reports of the subgroups. Washington, DC: Author.
- Reutzel, D. R., & Cooter, R. B., Jr. (2011). *Strategies for reading assessment and instruction*. Boston: Allyn & Bacon.
- Tierney, R. J., & Readence, J. E. (2000). *Reading strategies and practices: A compendium* (5th ed.). Boston: Allyn & Bacon.
- Tompkins, G. E. (2003). *Literacy for the 21st century* (3rd ed.). NJ: Merrill Prentice Hall.

REOL 535 Research Paper Peer Reviewer Template

Directions:

- Your response to your classmate should be a minimum of 2 pages, with 750 words minimum, Times New Roman 12 font, double spaced, APA style.
- Your stance will be that of a holistic reviewer—not an editor. You are not on a hunt to red-line and point out errors. Your mission is to support and improve, to ask questions of clarification, and to improve the paper at an organizational level. Your comments are to strengthen the paper. This is the same stance you should take with your public school students.
- Make certain that you use **P-Q-S**. **Praise** three things about the piece. **Question** at least five things that you would like to know more about. **Suggest** at least five things that the writer might want to think about in a subsequent revision.
- Clearly identify the sections where you are praising, questioning, or suggesting by noting the page and paragraph, then copying and pasting the text you are writing about.
- Also address the organization of the paper: Is it logical? Does the text support the thesis of the paper?
- Treat this revision as an evaluation activity for yourself: What can you say that will help the writer make this the best paper ever?
- **THE FILE NAME should be REOL535 _Peer _Rev_of_ Name_by_YourName**
- Your peer review is to be uploaded to the Peer Review Drop Box. Email a copy of it to the student whose paper you peer reviewed.

Both the paper you submit and the paper you review should fulfill the following requirements: (a) a minimum of 1,300 words in the draft and (b) a minimum of 4 references on a references page, with in-text citations.

Name:

Date:

Review of: [Name of paper here]

Author: [Writer's name here]

Thesis:

Introduction to paper:

Does the introduction really “introduce” the topic and position/posit***** their specific part of the topic so that you understand what the paper will be about?

Praise # 1

Praise # 2

Praise # 3

Question # 1

Question # 2

Question # 3

Question # 4

Question # 5

Suggestion # 1

Suggestion # 2

Suggestion # 3

Suggestion # 4

Suggestion # 5

GRAMMAR, PUNCTUATION or STRUCTURAL ITEMS that should be reconsidered: [Speak in generalities if you see recurring errors or sentence patterns that should be modified to be Standard American English written expression. Perhaps there are five instances of its and it's confusion. This should be noted, gently.]

Conclusion of paper:

Does the conclusion summarize and “wrap-up” the paper?

Tone:

Describe the tone of the paper. Is it consistent throughout?

APA formatting

What items need to be addressed with the in-text citations?

What items need to be addressed with reference citations?

Are the font and margins in line with APA?

Do headings and layout conform to APA style?

Finally, what is the best aspect of this paper and why?

REOL 535 Research Paper Rubric

Instructor:

Candidate:

CATEGORY	5 Exemplary	4 Appropriate	3 Developing	0 Unacceptable
Sources*	Used textbook & more than five other reference sources	Used textbook & five other reference sources	Used textbook & fewer than five other reference sources	Either used no textbook or fewer than three other reference sources
Source Documentation	All sources are accurately documented and in correct format, both within the text and in References.	Most sources are accurately documented and in correct format, both within the text and in References.	Few sources are accurately documented and in correct format, both within the text and in References.	Most sources are not accurately documented and in the correct format.
Other APA Style Conventions	Applied all other APA style conventions	Applied most other APA style conventions	Applied some other APA style conventions	Applied few other APA style conventions
Length of Paper	1800-2000	1650 to 1799 words	1400 to 1649 words	Fewer than 1400 words
Amount of Information	All thesis topics addressed and all questions answered.	Most thesis topics addressed and most questions answered.	Several thesis topics addressed and questions answered	Most thesis topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details/examples.	Information clearly relates to the main topic. It provides 1 to 2 supporting details/examples.	Information clearly relates to the main topic. No details/examples are given.	Information has little or nothing to do with the main topic.
Organization of Information	Organization of topic divisions clear and logical; transitions generally smooth the flow of the paper.	Organization of topic divisions is mainly clear and logical; transitions frequently smooth the flow of the paper.	Organization of topic divisions is sometimes clear and logical; a few transitions smooth the flow of the paper.	Organization of topic divisions is not clear or logical; lack of transitions frequently hampers the flow of the paper.
Sentence Construction	All sentences meaningful and complete	Most sentences meaningful and complete	Some sentences meaningful and complete	Few sentences meaningful and complete
Mechanics	Grammatical, spelling, or punctuation errors do not interrupt the reading.	Grammatical, spelling, or punctuation errors rarely interrupt the reading.	A few grammatical, spelling, or punctuation errors interrupt the reading.	Numerous grammatical, spelling, or punctuation errors interrupt the reading.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs include related information, yet were typically not well constructed.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

*If topic is not addressed in the texts, use an additional outside source to obtain points.

Field Experience Hours ~ What counts and what does NOT count?

The definition of field experience from NCATE is:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to **observe** in schools, other agencies, tutor students, **participate** in education-related community events, **interact** with families of students, **attend** school board meetings, and **assist** teachers or other school professionals prior to clinical practice. It should reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and professional dispositions delineated in standards.

Candidates in advanced programs for teachers participate in field experiences that require them to **apply course work** in classroom settings, **analyze** P-12 student learning, and **reflect** on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research and the application of knowledge related to students, families, and communities.

NCATE Glossary definition below

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>

“Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.”

The following items count as field experience.

Direct classroom observation of a teacher teaching always counts as a field experience.

Direct instruction as a teacher or co-teacher always counts as a field experience.

Assisting a teacher or other school professional counts as a field experience.

Tutoring of students individually or in small groups would also count as a field experience. Note that the tutoring can occur in community centers or homeless shelters as well as in schools.

Time spent analyzing the learning of students and reflecting on your instruction “practice in the context of theories on teaching and learning” counts as a field experience.

Attending PTA or PTSO meetings or any other education-related community event would also count as a field experience.

Professional development activities, conference attendance, school-based council meetings, and interaction with families of students count as field experiences.

INTERVIEWS For an hour or two of the field experience requirements, you could interview 3 or more in-service teachers, the counselor, the school library media specialist, or administrators. **THIS IS NOT the same as the KTIP Observation Form for KTS that is part of the classroom**

observations for field experience. This is a separate interview of an in-service teacher or administrator.

You may attend school board meetings for field experience hours. Note the date, time, location, and agenda items on your time sheet.

What does NOT count:

Your time in constructing lesson plans does NOT count toward your field experience hours.

Your time visiting and volunteering in a classroom.

Your time teaching during school hours or after school hours for which you are paid. This is directly from the EPSB.

Candidates are required to have field experience hours at all levels of public education, K -12: elementary, middle, and secondary.

These activities are Kentucky School Code 16 KAR 5:040 and can be located at:

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

University of the Cumberland

KTIP Implemented Lesson Plan Documentation for ENOL & REOL Courses Instructional Unit Lesson Plan and Teaching Experience Evaluation

This form is to be emailed to the course professor at: {PUT YOUR EMAIL ADDRESS HERE}

Name of Student: _____ Date: _____

Title of Lesson: _____ Evaluator: _____

Evaluator's email address: _____

School: _____ Grade: _____

KY/UC Standards		D	PD	ND
2	Is well planned, lesson objectives support Core Content, Program of Studies Academic Expectations, Kentucky Core Academic Standards and Kentucky 's Common Core and Quality Core			
2,4,5,7	Thoroughly disaggregates student, classroom, school and district <i>data</i> to prescribe effective instruction targeting strengthening student achievement and closing achievement gaps			
5	There is evidence of pre-, formative, summative and or self assessment in preparation for creating strategies and procedures for this lesson.			
2,4	Creates a logical lesson plan based on student needs			
1	Demonstrates a current and sufficient academic knowledge of targeted content areas to develop student knowledge and performance in those areas.			
1	Connects content to real world/life experiences			
1	Instructional Strategies are research based and appropriate for content and contribute to student learning.			
4	Teacher actively engages students in the lesson			
4	Time, space and materials are used effectively			
3	Teacher communicates high expectations and establishes a positive learning environment			
3,4,11,12	Student diversity is valued and individual needs, abilities, and learning styles are addressed			
6	Teacher uses technology/media effectively			
8,10	UC Pre-Service Teacher Candidate collaborates with and maintains a professional dialog with the Classroom Teacher of Record			
3,4	All materials and resources are prepared and well organized			
3,4	Uses correct grammar, articulates clearly, has legible handwriting and correct spelling			

Scale: D- Demonstrated; PD – Partially Demonstrated; ND – Not Demonstrated

REOL 535 Assignment Check List

Due Date	Assignment	Points	Find It	Submit via	Notes
Weekly on Wednesdays at class time	Weekly Discussion	8	iLearn: Communicate Weekly Discussion	Your computer, 8 @ 1	
By class time on Wednesdays	Discussion Boards	10	Topics on Syllabus	Discussion Forum, 5 @ 2	All assignments are due at 9:59 PM unless otherwise specified.
9-Jul	Personal introduction	1	Lessons. Stu Intro	Drop Box	
9-Jul	Contact information	1	Lessons. Stu Intro	-	E-mail is my usual form of communication. Telephone numbers are needed for urgent contact
July 11th by class time	My Literacy History	8	Lessons. Stu Intro	Discussion Forum	
July 11th by class time	Responses to two others' histories	2	DISCUSS thread	Discussion Forum	Once two people have responded, you must choose another person.
July 11th by class time	Two (2) preferences for research paper topic	3	Readings Discussion Personal knowledge	Discussion Forum	
16-Jul	Graphic organizer	4		Week 2 Drop Box	
July 18th by class time	1-pg. explanation of topic	3		Week 2 Drop Box	
July 25th by class time	First draft of paper	8		Week 3 Drop Box	
August 1 by class time	Peer review of partner's paper	10		Week 4 Drop Box	
August 8th by class time	Response to peer feedback	8		Week 5 Drop Box	
August 13th by class time	Final copy	5		Week 6 Drop Box	
	Field Experience documentation		Until the field experience package is submitted, you will receive no credit for the course.		
19-Aug	1. 30-min. Lesson Plan	6		Field Experience Drop Box	
19-Aug	2. Journal	6		Field Experience Drop Box	
19-Aug	3. Summary Reflection	6		Field Experience Drop Box	
19-Aug	4. Field Experience Timesheet 5. Teacher verification form	2		On-line Submission	See syllabus for requirements
August 22nd class time	Exam/Reflective Response	15		Week 8 Drop Box	
Instructor Input	* Course participation/ Disposition Points	2			(Professor observation of weekly course engagement)

100

Possible Points