COURSE SYLLABUS

Department: Curriculum and Instruction

Course Numbers: READ 4026-001, READ 4026-002
Location:

411 Warf-Pickel Hall

Times:

4026-001:
Wednesdays 1:15-4:05

4026-002
Thursdays: 1:15-4:05

Place: 411 Warf-Pickel

Course Title: Assessment and Enhancement of Children's Literacy

Semester Hours: 3

Required Texts:

Lipson, M.Y. & Wixson, K.K. (2013). *Assessment of Reading and Writing Difficulties.*

Johns, J.L. (2008). *Basic Reading Inventory, Eleventh Edition.* Dubuque, Iowa: Kendall/Hunt.

Catalog Description

READ 4026. Assessment and Enhancement of Children's Literacy (3 credits) – *Prerequisites*:
READ 3100 & READ 3200. Study of theoretical foundations for the assessment of reading
proficiency and models for building reading competencies. Targets for study include evidence-
based practice in the context of a newly mandated emphasis on academic language and
comprehension of informational text.

Additional Course Information

This course is taught through readings, lecture, and discussion in relation to research-based
theories and models of reading that serve as the foundation for the study of reading assessment
and reading enhancement. Teacher candidates are instructed in techniques for constructing
meaning from lectures and informational text and are offered many opportunities to implement

new learning. There is a close interface with Residency I. The Common Core is emphasized. In keeping with the current emphasis on academic vocabulary and comprehension of informational text, required readings will be foregrounded and constructivist note taking will be taught and emphasized. The use of study guides for scaffolding of information texts will be modeled. As part of the process, there will be short weekly quizzes on required readings.

Teacher candidates will analyze a variety of evidence-based reading assessment and reading enhancement techniques as they learn to identify applications of these theories and models. Hands-on research projects enable teacher candidates to better understand the applications of theory to practice. There is particular emphasis on academic language development with focus on new language English learners. The right of all students to participate in academic language discourse is stressed.

Relationship of Course to College and Program Philosophy and Goals

This course relates to the college and program philosophy and goals as the future teachers enrolled in the course engage in the following processes:
- Expand their content knowledge and professional knowledge to include understanding of reading theories and models and theoretical bases for reading assessment and reading enhancement.
- Value the importance of caring and diversity, as they learn the implications of students' varied cultural backgrounds, languages, and dialects in the reading process.
- Practice collaboration in the inquiry-based, group-oriented mode through which much of course is conducted.
- Engage in critical thinking about the issues and concerns involved in equitable applications of research-based reading theories and models to education for students from varied cultural and language backgrounds.
- Develop their skills in lifelong learning, as they access and review professional literature about reading and conduct their own research.

This course addresses the following Interstate New Teacher Assessment and support Consortium (INTASC) Principles:
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner [diversity in learners].
Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Performance-based Assessments

In this course, teacher candidates perform <u>two</u> individual assessments and enact one reading improvement project. Weekly quizzes on constructivist notes and required class readings provide opportunities for integration of new knowledge and practice in negotiating the testing discourse. There will be an objective final exam, also.

Learning Targets: These performance-based assessments target the students' development of in-depth understanding about the connection of theory to assessment structures and processes in reading.

Performance Tasks: Teacher candidates will conduct 2 hands-on projects assessing children's reading, analyzing results, and implementation of improvement strategies. One project will involve a learner in emergent literacy; one an upper elementary school child. A third assignment will focus on reading improvement for a particular learner.

Performance Outcomes: The teacher candidate will demonstrate in-depth understanding of the connections between theoretical models of reading and the structures/processes involved in given reading assessment instruments.

Performance Rubrics: The rubric for evaluating the student's performance will be based on completion of the task according to guidelines that stipulate procedures, content, organization of information, and written style for the assessment processes and the written report.

Course Objectives
Upon completion of this course, each teacher candidate will have demonstrated the ability to successfully perform the following academic activities:

1. Express informed understanding of theoretical models that represent and/or explain reading processes.
2. Expressed informed understanding of the Common Core and its relationship to reading assessment and improvement.
3. Describe the role of readers' spoken languages and/or dialects in their reading processes, referencing the role of current theory and discussing implications for reading assessment and reading enhancement.
4. Analyze several formal and informal reading assessments for theoretical underpinnings, identifying appropriate and inappropriate applications for each instrument.
5. Evaluate various evidence-based reading enhancement techniques for effectiveness.
6. Describe and implement strategies for the development of academic language and comprehension of information text.
7. Analyze the reading development of an entire class and develop strategies for improvement.

Course Topics

Definitions of reading
Reading and the Common Core

Why are assessments given?
What premises underlie assessment?
Relation of reading assessment to definitions of reading
The politics of assessment
Assessment and dialect
Assessment and regional equity
Assessment and native language
Assessment and equality of opportunity
Assessment, elitism, and gate keeping
Informal reading inventories, their underlying assumptions and administration
Classroom reading assessment
Phonics-based tests and assessments
    Standardized reading tests
    Criterion referenced tests
    Norm referenced tests
    High-stakes testing
Authentic reading assessments
    Reading inventories
    Portfolio assessment
    Other authentic assessment techniques
Improving reading
    Foundations of reading: language, iconographic literacy, message intent, and phonics
    Academic vocabulary and comprehension of informational texts
    Discourse and genre

Class Activities and Requirements
Completion of all course readings: study guides are provided
Satisfactory completion of the three course projects
Satisfactory attendance (see specific discussion of attendance).
Satisfactory scores on weekly quizzes
Satisfactory completion of final exam.
Timely submission of work using the D2L system ONLY. This will sometimes involve scanning data and drawings
Completion of all assessment, formative assignments and written reports

Bibliography of Supplementary Readings

Adams, T. L. (2003). Reading mathematics: More than words can say. The Reading Teacher, 56, 786-795.

Ashton-Warner, S. (1963). Teacher. New York: Simon & Schuster. (371.98 As39).

Blair-Larsen, S. M., & Williams, K. A. (Eds.) (1999). The balanced reading program. Newark, DE: International Reading Association.

Bruner, J. S. (1975). Language as an instrument of thought. In A. Davies (Ed.), Problems of language learning. London: Heinemann. (401.9 Se52)

Calfee, R. C., & Perfumo, P. (1993). Student portfolios: Opportunities for a revolution in assessment. Journal of Reading, 36, 532-537.

Campbell, J. R. & Donahue, P. L. (1997). Students selecting stories: The effects of choice in reading assessment. Washington, D. C.: National Center for Education Statistics.

Carter, J. (2007). Building literacy connections with graphic novels: page by page, panel by panel. Urbana, IL: National Council of Teachers of English. (LB1631 .B773 2007)
Cohen, J. H., & Wiener, R. B. (2003). Literacy portfolios. Upper Saddle River, NJ: Merrill, Prentice Hall.

Classroom literacy assessment: making sense of what students know and do (2007) New York: The Guilford Press. [Sherrod eBooks]

Duffelmeyer, F., & Duffelmeyer, B. B. (1989, February). Are IRI passages suitable for assessing main idea comprehension? The Reading Teacher, 42, 358-63.

Durkin, D. (1972). Phonics, linguistics, and reading. New York: Teachers College Press.

Fry, E. (2002). Readability versus leveling. The Reading Teacher, 56, 286-291.

Gadzikowski, A. (2007). Story dictation: a guide for early childhood professionals. St. Paul, MN.: Redleaf Press. (LB1042 .G23 2007)

Gillon, G. (2007). Phonological awareness: from research to practice. New York, NY.: Guilford Press. (LB1573.3 .G48 2007)

Goouch, K. (2011) Teaching early reading and phonics: creative approaches to early literacy. Los Angeles, CA: Sage. [Sherrod LB1573.3 .G67 2011]

Goodman, Y., & Goodman, K. (1994). To err is human: Learning about language processes by analyzing miscues. (pp. 104-123). In Robert B. Ruddell, Martha Rapp Ruddell, & Harry Singer (Eds.), Theoretical models and processes of reading (4th Ed.). Newark, Delaware: International Reading Association. (ISBN 0-87207-437-4)

Goodman, Y. (1990). How children construct literacy: Piagetian perspectives. Newark, DE: International Reading Association. (LB1575.8 .H63 1990)

Guthrie, John T., Anderson, E., Alao, S., & Rinehart, J. (1999, March). Influences of concept-oriented reading instruction on strategy use and conceptual learning from text. Elementary School Journal, 99, 343-66.

Guthrie, J. T., Van Meter, P., Hancock, G. R., Alao, S., Anderson, E., & McCann, A. (1998, June). Does concept-oriented reading instruction increase strategy use and conceptual learning from text? Journal of Educational Psychology, 90, 61-78.

Heath, S. B. (1983). Ways with words. Cambridge, UK: Cambridge University Press. (LB1139.L3 H37 1983)

Heine, D. (1985). Readers as explorers: Using background knowledge. (pp. 9:1-9:24) In.Crismore (Ed.), Landscapes: A state-of-the-art assessment of reading comprehension research.Bloomington, IN: Indiana University.

Lewin, L. (2011) Great Performances: Creating classroom-based assessment tasks. Alexandria, VA: ASCD. [Sherrod eBooks]

MacGinitie, W. H. (1993). Some limits of assessment. Journal of Reading, 36, 556-560.

Mariotti, A.S. (2005) Linking reading assessment to instruction. Mahwah, N.J.: L. Erlbaum. [Sherrod Ebooks]

Mosenthal, P. (1983). The influence of social situation on children's classroom comprehension of text. The Elementary School Journal. 83, 537-547.

Moss, B. & Hendershot, J. (2002). Exploring sixth graders' selection of nonfiction trade books. The Reading Teacher, 56, 6-17.

Noll, E., & Watkins, R. (2003). The impact of homelessness on children's literacy experiences. The Reading Teacher, 57, 362-371.

Otto, B. (2008). Literacy development in early childhood: reflective teaching for birth to age eight. Upper Saddle River, NJ.: Pearson/Merrill Prentice Hall. (LB1139.5.L35 .O833 2008) Pikulski, J. J. (1990, March). Informal Reading Inventory. The Reading Teacher, 43, 514-16.

Pransky, K. & Bailey, F. (2002/03). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. The Reading Teacher, 56, 370-383.

Smolin, L. I. & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. The Reading Teacher, 56, 570-577.

Valencia, S. W.; Hiebert, W. H.; & Afflerbach, P. P. (1994). Authentic reading assessment: Practices and possibilities. Newark, DE: International Reading Association. (LB1050.46 .A96 1994)

Wagner, R., Schatschneider, C., & Phythian-Sence, C. (2009). Beyond decoding: the behavior and biological foundations of reading comprehension. New York, NY.: The Guilford Press. (LB1050.45 .B5 2009)

Weaver, Constance (1998). Re-conceptualizing reading and dyslexia (pp. 292-324). In Constance Weaver (Ed.), Practicing what we know: Informed reading instruction. Urbana, Illinois: National Council of Teachers of English. LB1573 .P67 1998

Weaver, C. (1998). Reconsidering a balanced approach to reading. Urbana, IL: National Council of Teachers of English. (LB1525 .R39 1997)

Weaver, C. (1980). Psycholinguistics and reading: From process to practice. Cambridge, MA: Winthrop. (LB1050 .W37)

Wilde, S. (2002). Testing and Standards: A brief Encyclopedia. Portsmouth, NH: Heinemann.

Wolf, K. P. (1993). From informal to informed assessment: Recognizing the role of the classroom teacher. Journal of Reading, 36, 518-523.

COURSE SECTION INFORMATION

Course Number: READ 4026

Course Title: Assessment and Enhancement of Children's Literacy

Credit Hours: 3

Section Number: READ 4026-001, READ 4026-002

Semester: Fall, 2014

Location:

411 Warf-Pickel Hall

Time:

4026-001: Wednesday, 1:15-4:05 PM
4026-002: Thursday, 1:15-4:05 PM

Instructor: Dr. Rosalind R. Gann

Office Number: 414 Warf Pickel Hall

Telephone: (423) 439-7596 (office)
             (423) 434-0105 (home)

E-mail: gannr@etsu.edu

Office Hours and Schedule

Day	Availability	Time	Location
Monday	Office hour	2:00- 3:00 PM	414 WP
	CUAI 5601-301	4:30-7:20	Kingsport Downtown Center
Tuesday	Office hour	3:30-4:30	414 WP
	READ 4437-201 READ 5437-201	4:30-7:20 PM	411 WP
Wednesday	Office hour	12:15- 1:15 PM	414 WP
	READ 4026-001	1:15- 4:05 PM	411 WP
	Office hour	4:05- 5:05	414 WP
Thursday	Office hour	12:15-1:15	414 WP
	READ 4026-002	1:15- 4:05 PM	411 WP

In addition, any time my office door is open, you are welcome to stop by.

Appointments outside office hours:

I occasionally schedule appointments outside of regular office hours. Out of consideration for other students, who also need appointments, you must notify me 24 hours in advance via email or my home phone if you have to cancel. Teacher candidates giving insufficient notice for a cancellation will not be rescheduled.

Evaluation is of three types:

- Performance based, formative: class presentations.
- Performance based, summative: project write-ups.
- Objective: quizzes, final exam.

Concerning our work:

Course Management and Evaluation Policies:

You will be graded on the three projects and weekly quizzes, and an objective final exam. Study guides are offered at times, but their completion is at student discretion. They are intended to help in preparing for the weekly quizzes. I will review these if asked.

If you miss class, check the D2L website for information on what we covered. You are still responsible for submitting your work on time using the D2L website. Reviewing the material on D2L will be your responsibility, but I will answer your questions. There is rarely class work to make up.

All written work is to be computer generated and submitted via D2L. When **drawings and writing samples are called for, they must be scanned.** Work is not accepted via email or in hard copy. No work is accepted after an assignment deadline.

Specific Reading Assignments will be announced in class and listed on D2L.

Conferring about absences, grades and other personal matters:

Class time is never used to discuss personal matters such as reasons for absence. I do not alter grades except for errors in computation. I do not discuss individual matters in class or directly after class in the company of other students. Please see me in my office if you want to confer about matters relating only to you.

Point value of assignments

Each of your projects will receive a point value. So will the final. A final quiz average formed from the highest six quiz grades, is computed as well. The presentations count in the quiz average.   Cumulative point total will be converted to a percentage, and used in determining a letter grade.

Note: If you are unprepared or only partially prepared for a presentation, the grade is zero. This will not be dropped from your average.
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Reading miscue inventory	20 pts.
Brief assessment and improvement plan	20 pts.
Reading improvement project	20 pts.
Quiz, proposal and presentation average	20 pts.
Final Exam	20 pts.
Total	100 pts.

Undergraduate Grading Scale

Numeric Score	Letter Grade
94 -100	A
92 -93	A -
90-91	B +
83-89	B
81-82	B -
79-80	C +
72-78	C
70-71	C-
68-69	D+
61-67	D
Below 61	F

Study guides:

Early in the semester, study guides will be supplied in conjunction with the upcoming reading assignment. These will help students prepare for class quizzes. Completion is optional. To help students become more independent, the study guides will be phased out later in the semester.

Quizzes:
There will be a weekly quiz on readings. We use the best 6 quiz grades only in the final average. Students prepare for the quiz by using the study guide and reviewing class notes. Missed quizzes are not made up; we simply have fewer grades to count in the average. Late arrivals to class will not be admitted until after the quiz.

Cell phones on quizzes and exams

Most students carry cell phones. During a quiz or exam, your cell phone MUST be placed in a purse or book bag. It may not be on a desk, table top, pocket, or any other place where it can be accessed during the quiz. If the student has no place to stow it, the instructor will be happy to keep it during the quiz.

Students having cell phones during quizzes or exams are presumed to be cheating. They will fail the course and be referred to the Dean of Students for further discipline.

At the start of the term, students sign a statement stating they understand this policy. The policy will be reviewed each time students take a quiz or exam, and they sign the statement again.

Review of quizzes

Quizzes are not returned in class. However, you may review them in Room 414 during the hours when Dr. Gann's assistant is available.

Attendance Policies

- The term moves fast. We have a limited number of meetings and a lot to do.   Certain absences are excused by university policy (see student handbook).
- A lateness or early departure counts as a half absence.
- In the event of a absence, you must supply written verification. You are expected to review information on Desire 2 Learn. **Your personal concerns about absences and missed works will not be discussed during class.**
- Note that work is always expected on time via the dropbox.
- In the event of absence, class notes should be obtained from a classmate.
- In-class work may only be made up if an absence is excused.
- **There is an ABSOLUTE maximum of <u>one</u> excused absence permitted. Unexcused absences are not permitted at all.** Reasons for excused absence are delineated in the undergraduate catalogue:
  http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Class_Attendance_Policy If the maximum is exceeded, a decision will be made as to whether you will fail, drop without penalty or take an incomplete.
- **Excused absences for university-sponsored activities.** Absences for university sponsored activities may be excused if all criteria are met and procedures followed. See
  http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Class_Attendance_Policy
  Any such absence must be cleared in advance. Note that only one excused absence is permitted in the course of the semester.
- Come to class. This is the best way to succeed in this course.

Detailed instructions are given for each assignment. Assignments are explained in class. If you find you are confused, you should see me in my office or call me at home. **Give yourself plenty of time to complete assignments. Start Early.**

Desire 2 Learn and student email

This is a web-enhanced course, requiring ongoing computer access and familiarity with the Desire 2 Learn system. Check with OIT when you have questions about the system. Please check our class website regularly for announcements and important information concerning this course. Check your Goldmail account, too. These are the major ways we communicate between sessions. Note: Goldmail addresses ONLY are used to contact students.

What you will find in the Desire 2 Learn Site:

The dropbox where you submit your work.
Grade and "feedback" on your work.
Course documents such as the syllabus.
Some required course readings. You should print these out and place them in a binder.
Class announcements
Study guides

DO print a receipt after submitting to D2L
In my experience, the D2L system does not "lose" work. A receipt protects you, should a problem arise. Otherwise, it will be assumed that the assignment was not submitted.

Scanning of Documentation

The projects require documentation which must be scanned into PDF, JPEG or TIF files. Many students do not have the equipment to do this at home. You may do your scanning in the ETRC lab. You must do this by the designated deadline.

Help on assignments:

Utilize office hours if you need help on an assignment. You may also go to the writing center for help with proofreading. I do not "check things over" via email. Note that coming to the instructor for help does not guarantee a particular grade. An A is awarded to an outstanding paper, not to one that simply meets minimum requirements.

Editing of assignments:

Teacher candidates are expected to write clearly. Correctness, organization and word choice are factors in evaluation.

Availability of power points:

The instructor's power points will be available for your review the last week of the semester. This is to encourage students to rely on their class notes and reading of texts.

Redoing assignments:

Please avail yourself of formative evaluation opportunities. Be sure you understand all requirements. See me in the office if necessary. Once an assignment is submitted, there are no "do-overs."

Class Participation

You are expected to be active, courteous, and attentive participants in class activities. Remember to bring books and other materials to class as requested.

Technology

Laptops, Ipads and Smart Phones are research tools, and as such, they are welcome in class. DO NOT USE THEM FOR PURPOSES UNRELATED TO THE WORK OF OUR CLASS. Please do not email, SKYPE, blog, twitter, Facebook, text or otherwise multi-task during class; I consider such activity during class a form of absence. If you think you might get an emergency call, have your cell phone on vibrate. In the event of an emergency, please step out in the hall briefly, address the problem, and return discreetly. I will understand. Sit by the door if you think this is likely to happen.

LiveText Registration

LiveText is a web-based comprehensive assessment system required for the teacher preparation program in the Clemmer College of Education. All students in the teacher preparation program are expected to have a LiveText key code. You will receive further directions about this.

Snacks

Students are welcome to bring beverages or light snacks to class. Obviously, you are expected to clean up afterwards. Be considerate of our custodial staff.

Online classes

If there is a weather emergency, we will hold class online. Details will be available on our class website.

Important

There is no "extra credit" in this class. If you want to do well, do the required readings, prepare carefully for the quizzes, and do the assignments on time, carefully following instructions.

Verification of Student Contact

To insure accuracy of information, a verification of contact is required on performance-based projects involving work with children. It is completed by the teacher candidate and signed by the cooperating teacher, or parent or guardian of the child you are working with. A working phone number must be provided. A form for this is provided on D2L. **Performance-based projects will not be credited without the completion of this form. If academic dishonesty is detected on these assignments, the student will receive an "F" in the course, and the matter will be referred to the Chair.**

Projects:

You will be doing two assessments, one a reading miscue inventory, the other a brief, informal assessment. You will also do a reading improvement project with a child in the class where you teach.

Presentations:

Prior to the submission of projects, teacher candidates present a formative version to the class. A presentation counts as a quiz grade in a student's average. All data must be collected prior to presentation. If data is not complete on presentation day, the grade on the presentation is zero. A zero quiz grade may not be dropped from the quiz average.

Reading Improvement Proposal:

Students submit a proposal in which they outline their plan for their reading improvement project. Satisfactory completion counts as a quiz grade.

Objective Assessment: Final Exam
There will be an objective, multiple choice final exam. It will cover the readings and class notes.

Students With Disabilities are entitled to special accommodation.

1. It is best to inform me of the disability, its nature and its accommodation**, the first week of the semester.**
2. Also during **the first week of the semester**, you notify the office of Disability Services . Their contact information is listed below:

Disability Services
East Tennessee State University
P. O. Box 70605
Johnson City, TN 37614-0605
Telephone: (423)439-8346
Fax: (423)439-8489
TDD/VP: (423)439-8370

e-mail is: storeyk@etsu.edu

Mental Health
Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.
- **If you or a friend are in immediate crisis, call 911.**
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

Performance Outcome Forms

This is not merely an academic class, but a course in a professional college. We try to insure that every one of our graduates is personally suited to being a teacher.   Each term records are maintained that assess the student's ability to exercise leadership in a classroom. These are deleted upon the student's graduation.

Personal Conferences & Memos of Concern

At times, we become concerned about students' performance. Our concerns may involve work on assignments, but it may not be limited to this. I will schedule an appointment with you if I have a concern about your performance or participation in this class. Often in such situations, I also send a memo to the department chair.

Academic honesty and plagiarism

As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe.

These are ETSU's policies on plagiarism and similar offenses:

Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.

In cases of plagiarism, cheating on quizzes or the final exam, and other forms of academic dishonesty, the student receives an "F" in this course. The situation is also referred to the Chair and the Dean of students for further discipline.

Use of Turnitin:

If I suspect that a student has plagiarized an assignment, I utilize Turnitin, a plagiarism detection software available on D2L. Your work will be routinely scanned for plagiarism.

Due dates:

Projects will usually be due at 11:00 PM Sunday evenings. Double submission in Livetext may sometimes be required.

I find it best to establish the due dates for reading as the term progresses; therefore only the first two assignments are posted below. The reading assignment will be posted each week following Thursday's class.

Quizzes and presentations occur on day of class. Written work is due as indicated.
Note that work is accepted via Dropbox only.

Week of	Quiz	Written Work due
August 25		
September 1	Quiz 1 Lipson, Chapter 7 Look over chart at end of posted Weaver chapter. Johns material for your project: consult manual: Form 1 Project: pp. 3-20; 379-395. Form 2 Project: pp. 3-144.	
September 8	Quiz 2 Lipson, Chapter 9 Weaver material Johns material for your project: consult manual	
September 15	Quiz 3 Reading Common Core Intro, Special Populations, and Appendix A	
September 22	Quiz 4	
September 29	Quiz 5	Presentation due in class

	Common Core LA	Write-up due in dropbox Sunday October 5 at 11:00 PM.
October 6	Quiz 6 Common Core math standards quiz	
October 13	Quiz 7: Lipson Chapter 4	
October 20	Quiz 8 : Vacca Chapter	
October 27	Quiz 9: Lipson 1 & 2	Project 2 presentation due in class Write-up due in drop box: Sunday November 2 at 11:00 PM
November 3	Full time field	
November 10	Full time field	
November 17	Full time field	
November 24	Full time field	
December 1		Project 3 presentation due in class. Write-up due in drop box Sunday Dec. 7 at 11:00 PM
December 8 Finals week		

Change is good

This syllabus is subject to change.

It is often necessary to "fine tune" a syllabus to a particular group. Grading will be adjusted accordingly if assignments are changed.