Bachelor of Science Degree in Education
Elementary Education

I. Course Prefix, Title, Credits, Description:

Department:	Education
Program:	Elementary
Course Number:	**RED 4511 Fall A 2010**
Faculty:	Dr. Donald May, Associate Professor
Office Hours:	Monday - Thursday 1:30-4 p.m.; Friday 9-12 noon Academic Support Center, Main Library
Office Phone:	386-506-4436
Email:	**mayd@DaytonaState.edu** (When sending emails, please type your name and course (RED 4511) in the subject heading.
Course Title:	**Intermediate Literacy, Reading and Thinking**
Course Credit:	3 hours
Course Description:	Procedures for meeting individual differences through diagnosis of needs, differentiated instruction, selected use of materials, and classroom organization. This course includes 15 hours of field experience.
Prerequisites:	Admission to teacher education program, RED 3309.
Policies:	2 missed (unexcused) absences will result in a meeting regarding all coursework missed and review of reasons for missing class. 2 or more absences in a 7-week term will also be discussed with academic advisor and/or Department Chairperson.

II. Required Text:

Cecil, N. L. & Gipe, J. P. (2008). *Literacy in the intermediate grades: Best practices for a comprehensive program. Second ed*. Scottsdale, AZ: Holcomb Hathaway.

You will also need to purchase:
- One YA novel for Literature Circles to be discussed and selected in class.
- One pack of 4"X6" index cards to be used in class.

Please bring your Cecil & Gipe textbook and index cards to each class.

Suggested Texts:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction (4th ed.).* Upper Saddle River, NJ: Merrill.

Fountas, I.C. & Pinell, G.S. (2000). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

Tyner, B. (2004). *Small-group reading instruction: A differentiated teaching model for beginning and struggling readers.* Newark, DE: International Reading Association.

Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

III. Course Objectives:

Standards Key:

> FEAP - Florida Accomplished Practices ***Indicates core assignment to be placed in professional portfolio by level: I=Initial   R=Reinforcement P=Proficient**
> PEC – Florida Professional Education Competencies
> ESOL - English for Speakers of Other Languages
> FSAC- EE –Florida Subject Area Competencies—Elementary Education
> RC - Reading Competencies

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	FSAC-EE	Activities/ Tasks Related to Objectives
1. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	FEAP/ PEC 7	6, 9	4.2, 4.3	1	A: Related Reading summary, learning logs, and discussion.
2. Identify and apply research-based strategies to scaffold general and content area vocabulary development (e.g., word structure, context clues,) to all students including ESOL and ESE students.	FEAP /PEC 4, 7, 8; PEC 14;	5, 6, 8, 9, 11, 12	1A1, 1A2, 1B1, 1B2, 1D1, 1D2, 1E3, 1E4, 2A, 2B, 2D, 2F.1, 2F.2, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 6.3, 6.5	2	A: Related Reading summary, learning logs, and discussion. B*: Strategy Demonstration D: Vocabulary Activities G2: Field Experience
3. Identify and apply research-based strategies to scaffold general and content area vocabulary development (e.g., word structure, context clues,) to	FEAP/ PEC 4, 7, 8;	5, 6, 8, 9, 11, 12;	1A1, 1A2, 1B1, B2, 1D1, 1D2, 1E3, 1E4, 2A, 2B, 2D, 2F.1,	2	A: Related Reading summary, learning logs, and discussion group

all students (including ESOL and ESE) students.	PEC 14		2F.2, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 6.3, 6.5		B*: Strategy Demonstration D: Vocabulary Activities G2: Field Experience
4. Identify explicit and systematic strategies for scaffolding development of comprehension skills (clarifying, inferring, predicting), content materials, informational and literary text structure, multiple representations of information (charts, graphs, non-print media) and age-appropriate critical thinking skills to all students (including ESOL and ESE students.)	FEAP /PEC 4, 7, 8, 10; PEC 14	6, 8, 12	1E2, 1E3, 1E4, 2 E, 5.1, 5.3, 5.9, 5.11	2	A: Related Reading summary, learning logs, and discussion. E: Comprehension Activities F*: Graphics Learning Center G1, G3, and G4: Field Experience
5. Identify techniques for differentiating instructions for all students in mainstream classes, (including ESOL and ESE students.) (e. g, grouping strategies, literature circles, learning centers, reading/writing workshops).	FEAP /PEC 8; PEC 14	16	4.7	5	A: Related Reading summary, learning logs, and discussion group
6. Incorporate Sunshine State Standards in lesson plans.	FEAP /PEC 10			6	D: Vocabulary Activities E: Comprehension Activities F*: Graphics Learning Center
7. Describe differentiated instruction and ways to organizing the intermediate elementary classroom to support the literacy learning of all students including students with exceptionalities, first and second language learners.	FEAP /PEC 3, 9; PEC 14;	11, 17, 18	3.8, 4.7	6	A: Related Reading summary, learning logs, and discussion group F*: Graphics Learning Center
8. Demonstrate the ability in matching and adapting materials for students having various levels of proficiency in reading, (including materials for ESOL students.)	FEAP /PEC 6, 10 PEC 14	11,12, 17,19	2F4,	2	C1: Content Textbook Assessment, C2: Cloze Procedure with related field experience
10. Describe the relationship between instruction and assessment and identify ways to assess the literacy development of all students, including those with exceptionalities, first and second language learners, in the intermediate elementary classroom.	FEAP /PEC 1,7,8, 10	11, 17, 18	3.2, 3.7, 4.10, 5.12		A: Related Reading summary, learning logs, and class discussion C1: Textbook Assessment, C 2: Cloze Procedure

IV. Outline of Topics

1. Comprehensive Literacy Program for the Intermediate Grades
2. Assessment of Progress in Literacy
3. Word Study and Fluency
4. Vocabulary Instruction
5. Reading Comprehension
6. Reading and Writing Connections
7. Literacy in the Content Areas: Learning from Informational Text
8. Fostering Oral Language in the Classroom
9. Differentiating Instruction for Students with Special Needs
10. Fostering Literacy Beyond the Classroom
11. Connecting Parents, Teachers, and Children
12. Literacy in the Intermediate Grades: Orchestrating a Comprehensive Program

V. Teaching Strategies

Lecture	**X**
Small/large group discussion	**X**
Cooperative Learning	**X**
Modeling	**X**
Independent Study/Project	**X**
Microteaching	**X**
Field-experience Application	**X**
Web-based/Internet	**X**

VI. Activities to Demonstrate Competencies and Skills

A. Readings, Learning Logs, and Quizzes
(FEAP: 5.1, 5.2, 5.3, 5.6, 5.7, 7.1, 7.2, 7.3, 7.4, 7.6, 8.1, 8.2, 8.3, 8.5, 8.6; PEC 5, 7, 14; RC: 1B1, 1B2, 1C1, 1C2, 1E2, 1E3, 1E4, 2B, 2C, 2D, 2E, 2F1, 2F2, 2F4, 4.2, 4.5, 4.8, 5.11, 5.12; ESOL 13; EE: 1, 2, 5, 6)

There will be a series of learning logs and quizzes based on lectures, readings, small group and class discussions in which students will demonstrate understanding of definitions, theories, strategies and other information about topics covered in the course. **Each Learning Log needs to be uploaded into LiveText.** Questions for the quizzes will be collaboratively developed and reviewed in each class session.

See handout provided in class, posted on D2L and listed on LiveText regarding the Learning Log topics for this class.

B. Strategy Demonstration: Diversity Level P
   (**FEAP** 4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9, 5.12; **PEC** 4, 5; **ESOL** 13, 15, 17; **RC** 2D, 2E, 2F2, 2F3, 4.1, 4.6, 6.10; **FSAC-EE** 2)

You will be assigned a topic to present for a strategy demonstration. Demonstrations should last no more than 20-30 minutes. To prepare for your demonstration, you must read about the topic first in our text, and then research the topic using other texts, research articles, and web resources. You will become the "expert" on your particular strategy. On the day of your demonstration, you will present the information to us not only as teachers, but as students. ==You will need to inform us of what we should do as teachers when presenting this strategy, how to use it with ESOL and ESE students and then have us participate in the strategy as the students would.==

You will have heard of many of these strategies before, but you may not necessarily know how to <u>do</u> them. Most of us learn by doing; therefore, please model the strategy by having the class **do** the strategy, not just listen to you talk about it. **You MUST provide some type of handout for the demonstration for each member of the class.** You must include a list of references.

Please use the lesson plan format posted on D2L (Hybrid OLM / Hunter Method). This plan is similar to the one used in Professional Teaching Practices.

Examples of strategies that will be demonstrated include: Learning logs, PreP, KWL/KWL Plus, Anticipation Guides, Directed Reading Activity, Reciprocal Teaching, Word Webs (semantic mapping), Semantic Feature Analysis, Concept Cards, Think-Alouds/Alongs, Guided Reading, Graphic Organizers for text structures, Thinking Maps, Discussion Web, Jig-Saw, RAFT, Four Square, Thinking Hats, SQ3R/PQ4R, Cornell Note-taking, Summarizing, Prècis, and Webquests.

C. Textbook Evaluation and Assessment:
   (FAEP 1, 1.1, 1.2, 1.3, 1.4, 1.10, 1.11; PEC 1; ESOL 19, 20; RC: 3.3, 3.6, 3.9, 3.10, 3.11; FSAC-EE 2, 6)

Choose a textbook in a content area (math, science, social studies). The series of assignments and activities described below are based on the various literacy topics we will be discussing and demonstrating in class. You will develop these activities, lessons, and strategies based on the content area textbook you have selected.

1. Briefly discuss the organizational structure of the chosen textbook (units, chapters, vocabulary previews, reading skills, comprehension checks, etc.). Also briefly discuss your observations and impressions regarding how well the students interact and engage with the text,
2. Choose three (3) passages containing at least 100 words to analyze. Using the **Fry Readability Graph, determine the readability level of the content area text passages** you have selected to work with. You may scan and insert the copy of the passages or type them. In your analysis include:
   a. Table which displays the number of syllables, the number of sentences, and the average of the three passages, and
   b. Fry Graph for estimating reading ages (grade level) with averages plotted, then

Address the following questions in paragraph form and explain your answers:

    c. Do you agree with the grade levels determined with the Fry Readability tests?

    d. Think of the independent, instructional, and frustration levels of reading, how does this score account for the experience and knowledge that the students of the targeted grade level will bring to the content/material?

    e. **How can you adapt the text to meet the needs of ELL / ESOL students?**

3. Create and include a **Cloze passage** for the text. *During your field experience, you will give the Cloze to three students in the grade level for which the text was written*. Address the following questions in paragraph form and explain your answers:

    a. What did the CLOZE analysis tell you about the text?

    b. What did it tell you about the student? Make sure to take into account the age/experience of the child completing the selection.

    c. How does this score relate to the readability level you determined using the Fry Graph, or does it not?

Note* - Each lesson to be taught in the field-experience classroom needs to be accompanied by a pre-assessment to determine a baseline and student needs, and a post-assessment to determine the impact made to students' achievement. Pre-assessment and post-assessment artifacts for two students need to accompany each lesson. This means that you must have a way to know the students' starting vocabulary and comprehension skills. For the pre-assessment you may use FAIR testing results, other class assessments (e.g. *Words Their Way* Spelling Inventory) or class assignments as deemed appropriate by the Directing Teacher. Your Cloze Passage (C2) and Comprehension Activity assignments (E, F) may serve as the post-assessment.

D. Vocabulary Development and Related Field Experience:
    (FEAP/PEC 8, 8.1, 8.2, 8.3, 8.4, 8.5; ESOL: 6, 8, 12; RC: 1B1, 1B2, 1D2, 2D, 2F2, 4.8, 5.7, 5.10, 6.5; EE: 2)

Select a chapter or a selection from the content textbook you chose to work with. Find examples of specialized content area vocabulary words. Use research-based instructional strategies and practices to design **two** separate vocabulary development activities each utilizing a different strategy (see Cecil & Gipe, pp. 107-128 for examples).

1. Explain how you would introduce and use these activities with your students.

2. Explain how you would adapt your activity to support ELL students. ***For examples*** refer to:

    a. Chapter 4 in Badía, A. (1996). *Language arts through ESOL: A guide for ESOL teachers and administrators.* Tallahassee, FL: Florida Department of Education Office of Multicultural Student Language Education, and

    b. "Badia_ESL Strategies" (word document) and "ESOL Strategies Based on Badia" (pdf) posted on D2L,

3. Prepare one exercise in your vocabulary activity that develops students' awareness of context clues and one exercise that is based on structural (morphemic) analysis.

See **Note*** above.

E. Comprehension Activities and Related Field Experience
(**FEAP** 4, 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 5, 5.1, 5.3, 5.12, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 9, 9.1, 9.4, 9.8, 9.14, 10, 10.1, 10.4, 10.5, 10.6, 10.8, 11, 11.2, 11.6, 12, 12.2, 12.11; **PEC**: 4, 5, 8, 9, 10, 11, 12; PEC: 14; **ESOL**: 6, 9, 12, 16, 17, 19, 20; **RC**: 1E1, 1E2, 1E3, 1E4, 1F3, 1F4, 2C, 2E, 2F3, 2F4, 3.6, 3.9, 5.8, 5.9, 5.11, 6.6, 6.7, 6.8, 6.10; **FSAC-EE**: 2, 6)

1. Using a passage from a content area text of your choice, develop one example of each of these QAR categories: (a) "right there" (b) "think and search" (c) "on your own," and (d) "author and you."
2. Using the content area textbook of your choice, complete comprehension exercises which ask students to do **each** of the following: tell the meaning of a phrase (or idioms), sentence meaning, finding the main idea (within significant details or paragraphs), and finding organizational patterns in various types of text structures (for example, time order, enumerative, cause-effect, simple listing).
3. Using the content area textbook of your choice, select two paragraphs that represent different text structures. Next, prepare a graphic organizer for each of the different text structures. For example, you may see paragraphs which include: Simple listing, chronological order, cause/effect, and compare/contrast. Explain the examples from the text that showed you the comparison and contrast (for example, the text may have said: *Lewis and Clark were very different from Columbus for several reasons. They were also similar because they were all explorers, etc*.)

See **Note*** above.

F. Reading Graphics Activities for Learning Center and Related Field Experience: Learning Environment, Level R
(FEAP 4, 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 5, 5.1, 5.3, 5.12, 8, 8.1, 8.2, 8.3, 8.4, 8.5, 9, 9.1, 9.4, 9.8, 9.14, 10, 10.1, 10.4, 10.5, 10.6, 10.8, 11, 11.2, 11.6, 12, 12.2, 12.11; PEC: 4, 5, 8, 9, 10, 11, 12, 14; ESOL: 6, 9, 12, 16, 17, 19, 20; RC: 1B2, 1E3, 2F3, 4.7, 4.9, 5.8, 5.9, 5.11, 6.6, 6.8, 6.11, 6.12; FSAC-EE: 2, 6)

Even though ELL/ESOL students may have difficulty with reading text, they can learn a number of the major concepts in a content area by being able to read graphics**.** All students will benefit from developing these comprehension skills.

First – Using a content area textbook from grade 4 or 5, develop at least 10 total sample questions based on one example of each of the following graphics: (1) photograph or painting; (2) map; (3) graph; (4) chart; (5) cartoon. **Include questions that require students to analyze, make inferences, synthesize, and draw conclusions**.

If an example of a particular type of graphic is not included in the textbook, select examples from supplementary materials (newspapers, magazines and the web are excellent sources). Such examples should be related to the content area, or you can make a relationship to the content area. Ideally all graphic activities will be focused on the same topic or theme. Cite the source of each graphic. Attach a copy of the each graphic above the questions. **Upload into LiveText a brief description of each graphic followed by the citation and the sample questions associated with each graphic (5 graphics, 5 citations, 10 total sample questions)**.

Second – Construct five reading skill file folders, one for each type of graphic, using the activities you developed above. These will be used for independent practice or a learning center. Each file folder should contain directions, the graphic, and the questions you developed that require different levels of thinking, and an answer key on the back.

See **Note*** above.

G. **Field Experience (See related activities above for competencies).**
(**FEAP 1,** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.11, **2,** 2.1. 2.2. 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, **3,** 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.14, 3.15, **4,** 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, **5,** 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, **6,** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, **7,** 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, **8,** 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, **9,** 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 9.16, **10,** 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14, 10.15, 10.16, 10.17,**11,** 11.2, 11.4, 11.6, 11.7, 11.8, 11.11, **12,** 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13; **PEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)**

The field experience will be in a classroom with ESE, ELL, and/or diverse students in a rural or urban school. You will work 15 hours in a school for this course. During this time, you will work with an assigned supervising teacher and do the following activities which will be documented and evaluated by your supervising teacher or college coordinator. Choose one of the following field experience activities and reflect upon your performance. Upload your reflective writing into LiveText.

1. After administering your Cloze passage to three students in the grade level for which the text was written, what was your impression regarding such an analysis? What did the CLOZE analysis tell you about the text? What did it tell you about the student? Make sure to take into account the age/experience of the child completing the selection. How does this score relate to the readability level you determined using the Fry Graph, or does it? What further questions did this activity raise?
2. Use one the vocabulary activities you developed above as a model to plan and teach an ELL / ESOL student a vocabulary lesson based on the materials and grade level in which you are placed. Write a reflection on what went well, what you would change, and what you learned from the experience.
3. Use one of the comprehension activities you developed above as a model to plan and teach a mini-lesson for a comprehension strategy using materials and grade level in which you are placed. Write a reflection on what went well, what you would change, and what you learned from the experience.
4. Use one of the graphics activities you developed as a model to plan and teach a mini-lesson on how to read that type of graphic using materials and grade level in which you are placed. If possible, use your graphics reading skill folders to set up a learning center. Write a reflection on what went well, what you would change, and what you learned from the experience.

See **Note*** above.

H. **Annotated Bibliography**
(**FEAP** 3.1, 3.2, 4.1, 4.2, .4, 4.8, 4.9, 5.2, 5.3, 5.7, 7.2, 7.6, 8.1, 8.3, 8.5, 10.8, 10.16, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.9, 12.10, 12.11; **PEC** 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14; **ESOL** 5, 6, 7, 8, 9, 15, 17; **FSAC-EE** 1, 2, 3, 4, 5, 6)

Students will compile an annotated bibliography of all research articles and resources used to create the activities and assignments for this course (a minimum of five references required). Template (guideline) provided on D2L. For each reference, students must record:

1. Correct APA citation,
2. Brief summary of article / resource,
3. Description of how resource was useful – what assignment was reference used for; what was the most important knowledge gained, etc.,
4. Quotation (must include page #) – most important quote that may be cited for Learning Logs and/or papers at a later date.

This assignment will be a valuable resource to compile for use in other classes and on other assignments.

I. **Disposition to Teach**
(FEAP 3, 3.1, 3.2, 3.9, 3.15; PEC 3)

Students will develop their own teacher's credo, or belief statement, regarding why they teach and create their own "Why I Teach" file. Sample "Why I Teach" writings will be shared in class. Students may be creative with choosing the medium of this assignment – this may be a poem, song, video, etc.

J. **Literacy Resource Notebook**
(FEAP: 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 1.10, 1.11, 3, 3.1, 3.2, 3.5, 3.7, 3.11, 3.14, 4, 4.1, 4.2, 5, 5.2, 5.3, 5.7, 7, 7.1, 7.2, 7.3, 7.4, 7.6, 8, 8.1, 8.2, 8.3, 8.5, 9, 9.1, 10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.13, 10.14, 10.15, 10.16, 12, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.9, 12.10, 12.11; PEC: 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14; ESOL: 2, 3, 4, 5, 7, 8 10, 11, 12, 13, 15, 16, 17, 19; RC: 1A1, 1C2, 4.7, 5.12; FSAC-EE 1, 2, 6)

Students will create a resource notebook with a table of contents and include the following dividers and tabs for resources:

1. **Reading Strategies** – include your own reports and those compiled from classmates (Assignment B); arrange these in an order that is most sensible for you,
2. **Lesson Plans** – arranged by the five areas of reading,
3. **Related Resources** – may include class activities, handouts regarding instructional strategies, theories of reading, and other useful information you may need during your internship.
4. **ELL / ESOL** – have a separate section for any ELL / ESOL assignments and coversheets with the instructor's signature. These ESOL assignments can later be moved directly to your ESOL Binder, which is required for graduation.
5. **Annotated Bibliography** – print a copy of your current annotated bibliography document and include copies of all articles referenced therein.

You may include additional materials you may find helpful to prepare for your internship and those you are collecting for use in teaching early literacy. This teaching resource notebook is mainly for you, so you should organize materials in such a way that allows you to easily locate them for later use.

K.   Final Exam
(FEAP/PEC 1, 3, 5, 6, 7, 8, 10; ESOL 2,3,4,8, 10, 11, 16, 17, 18; RC: 1A1, 1A2, 1B1, 1B2, 1C1, 1C2, 1D1, 1D2, 1F3, 1F4, 2A, 2B, 2C, 2D, 2E, 2F1, 3.2, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.12; EE 1, 2, 6)

The final exam will be developed directly from the quizzes given in class. Questions for each quiz, and the final exam, will be based on lectures, readings, small group and class discussions in which students will demonstrate understanding of definitions, theories, strategies and other information about topics covered in the course. Questions for the quizzes and final exam will be collaboratively developed and reviewed in class.

VII.   Grading Scale

A.	Learning Logs and Quizzes	20%
B.	Strategy Demonstration	15%
C.	Textbook Evaluation and Assessment	10%
D.	Vocabulary Development	10%
E.	Comprehension Activities	5%
F.	Reading Graphics Activities	10%
G.	Field Experience	5%
H.	Annotated Bibliography	5%
I.	Final Exam	10%
J.	Disposition to Teach	5%
K.	Literacy Resource Notebook	5%
	Total	100%

Grades: A = 90-100, B = 80-89, C = 70-79, D = 65-69, F = below 65

Summative Evaluation Methods:
Grades are based on an accumulated weighted point system. Letter grades will be assigned according to the number of points accumulated on assignments. A final grade of "I" (incomplete) may be given at the discretion of the instructor in cases of emergency. To receive an incomplete, a student must have an accumulated minimum score of 70% on completed assignments and make a written request stating the reason(s) for requesting an "I" (incomplete) to be temporarily assigned. Students must complete all assignments to successfully complete the course with a C or better. Unless otherwise specified, all assignments must be typewritten using APA (American Psychological Association) formatting. Assignments with multiple mistakes in grammar, syntax, and spelling errors will not be accepted (request for resubmission made at the discretion of the instructor).

VIII. Suggested Reading and Resources

Alexander, P. A., & Jetton, T. L. (2000). Learning from text: A multidimensional and developmental perspective. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. 3) 285–310. Mahwah, NJ: Erlbaum.

Alvermann, D. E., (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher 45*(2). 92-99.

Alvermann, D.E. & Phelps, S.F. (2005). *Content reading and literacy: Succeeding in today's diverse classrooms.* Boston, MA: Allyn & Bacon.

Anders, P. L. (2002). Toward an understanding of the development of reading comprehension instruction across the grade levels. In C. M. Roller (Ed.), *Comprehensive reading instruction across the grade levels* (pp. 111–133). Newark, DE: International Reading Association.

Atwell, N. (Ed.). (1990). *Coming to know: Writing to learn in the intermediate grades.* Portsmouth, NH: Heinemann.

Baumann, J., & Kame'enui, E. (Eds.). (2004). *Vocabulary instruction: Research to Practice. NY: The Guilford Press*

Bos, C. S., Anders, P. L., Filip, D., & Jaffe, L. E. (1989). The effects of an interactive instructional strategy for enhancing reading comprehension and content area learning for students with learning disabilities. *Journal of Learning Disabilities, 22*(6), 384–390.

Boyle, J. R. (2000). The effects of a Venn diagram strategy on the literal, inferential, and relational comprehension of students with mild disabilities. *Learning Disabilities—Multidisciplinary, 10*(1), 5–14.

Cadiero-Kaplan, K. (2002). Literacy ideologies: Critically engaging the language arts curriculum. *Language Arts 79(5).* 372-381.

Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

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Online Resources

Go to the State of Florida Department of Education websites for a wealth of useful links regarding teaching reading and content area literacy strategies. Here are some examples:

Bureau of School Improvement E Library
http://www.bsi.fsu.edu/elib/eLibrary.aspx?pageID=61

Florida Online Reading Professional Development (FORPD)
This link is an archive of a variety of strategies.
http://forpd.ucf.edu/strategies/archive.html

Florida Center for Reading Research (FCRR)
http://www.fcrr.org/

The American Psychological Association (APA) Style Help Website (View Tutorial)
http://www.apastyle.org/apa-style-help.aspx

Daytona State College Library APA Help Guide
http://www.daytonastate.edu/library/referencetools.html

Purdue Online Writing Lab (OWL) APA Guidelines
http://owl.english.purdue.edu/owl/resource/560/01/

IX. Academic Integrity Policy

DSC is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced and submitted by you. All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.

The following rules and regulations apply to both classroom and field experience settings:
1. **Professional Behavior –** Students are expected at all times to show courteous and professional behavior toward colleagues, visitors, school personnel, and all Daytona State College employees. When DSC students volunteer in schools, they must behave and dress as professionals (the school system or school administrator may provide specific

details on professional dress code policy). When in class and volunteering in schools, cell phones are to remain turned OFF and only used in cases of emergency.

2. **Communication:** The best way to communicate with the instructor is through email. Students may expect responses to email within 2 business days. Students may expect assignment grades within one week after submission. Students must login to Florida Online (D2L) every 48 hours.

3. **Attendance and Tardiness Policy:** Attendance is linked to the grading policy and therefore important. Students are expected to arrive on time and to remain engaged in class discussions. More than two unexcused absences (as well as chronic tardiness) will affect your final grade. If you must miss a class due to illness or other valid reason, it is important that you contact the instructor via voice message at 386-506-4436 and email (mayd@DaytonaState.edu).

4. **Late Work, Resubmissions and Exams:** Late work and resubmissions may be accepted at the discretion of the instructor within one week of the original due date. The decision to accept late work or grant resubmission will be based on individual student circumstances. These circumstances must be clearly communicated to the instructor before late work will be accepted or request for resubmission granted. One letter-grade may be taken for each late assignment or resubmission, making the highest possible grade a "B." Students may make-up and/or re-take one quiz at the end of the next class session. In order to do so, students must request a make-up / re-take opportunity.

5. **Notice to students:** Syllabus is subject to change**.**

Forms of Academic Dishonesty

Cheating -Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct

Other Academic Misconduct might include, but is not limited to:
- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.

- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

X. Student Disability Services

To arrange for reasonable accommodations, students with disabilities should contact Student Disability Services (SDS) at the following locations: Bldg. 100 ANNEX, Rm. 108, on the Daytona Beach Campus; Bldg. 7, Rm. 142 on the Deland Campus; Bldg. 1, Rm. 208 on the Deltona Campus; and Bldg. 2/100C on the Flagler/Palm Coast Campus. Students needing accommodations on the New Smyrna Beach should call (386) 506-3657 to arrange an appointment to meet an SDS Specialist on that campus. To apply for reasonable accommodations, a student with a disability must provide SDS with appropriate written documentation from a licensed medical or mental health professional, who is qualified to diagnose his/her disability. The diagnosis should clearly state what the disability is and delineate the expected academic limitations caused by the disability
Any student needing accommodations for any DSC entrance exam should meet with a student disability specialist prior to scheduling his/her exam.