



*LIST 5326: Pre-Adolescent & Adolescent Literacy*

*Fall 2016*

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Dr. Pam Dougherty-Smith is an adjunct professor for the College of Education at the University of Texas at Arlington. She has taught graduate literacy classes for UTA, SMU, and Concordia University and undergraduate courses for the College of Education at the University of Texas at Austin. Having earned a doctorate in reading education from the University of North Texas, her specialties include reading in the content areas, emergent literacy, and literacy for at risk populations. She also has extensive training in writing instruction and served as a trainer for the New Jersey Writing Project, taught English as a Second Language as part of the district's Adult Basic Education Program, and speed reading, study skills, and SAT preparation at community centers and a private tutoring company.

As a literacy leader in the Dallas Independent School District for many years, she has broad experience teaching and working with diverse populations, administrators, teachers, and students at all levels. In addition to teaching first through sixth grades, she served as a Reading Demonstration Teacher, Coach, Specialist, Associate Principal, and Director of the English Language Arts Department. She remains committed to urban education.

She has published in *The Social Studies* journal, and *Biographies for Young Adults* and serves as a reviewer for the **Reading Teacher**, an International Reading Association peer reviewed journal. She has presented at various regional, state, and international conferences.

### **Course Information:**

<b>Course Title:</b>	Pre-Adolescent & Adolescent Literacy
<b>Course Number:</b>	LIST 5326, Online Section 001 & 002

### **Catalog Description**

**LIST 5326 Pre-Adolescent & Adolescent Literacy (3-0)** focuses on literacy theory, research, and practice as it relates to pre-adolescents and adolescents. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores the development of curricular designs for teaching reading/language arts in middle and secondary schools including reading, writing, oral communication, literature, and digital literacy.

### **Course Prerequisites:**

There are no prerequisites listed for this course.

### **Required Textbook(s) and Materials:**

- Burke, J. (2013 or 2012). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession*. (4<sup>th</sup> edition) Portsmouth, NH: Heinemann.
- The text can be ordered online at the UTA Bookstore: <http://www.uta.edu/bookstore/>

**Book Club** (Students will participate in a Book Club discussion of selected professional books and will choose one book from a list of recent textbooks supplied by the professor.)

**Young Adult Book Club** (Students will participate in a Young Adult Book Club discussion and will choose one Young Adult book from a list of recent award winning books supplied by the professor.)

**REQUIRED MATERIAL:** The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. [The direct link to the COEHP Tk20 informational website is http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20)

**University Mission:**

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.*

**College Mission:**

*The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.*

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

**LIST 5326 Alignment of Outcomes, Assignments, Standards**

<b>LEARNING OUTCOMES</b>  <b>The learner:</b>	<b>Assignments / Assessments</b>	<b>National Standards</b>	<b>TEXES Domains / Competencies</b>
<p><b>Content Knowledge</b>  <b>NCTE 3.1</b> Demonstrates knowledge of, and skills in the use of, the English language. <b>NCTE 3.2</b> Demonstrates knowledge of the practices of oral, visual, and written literacy.</p>	<ul style="list-style-type: none"> <li>• Reading Response, Replies &amp; Assessment</li> <li>• Book Club</li> </ul>	<p>NCTE 3 IRA 1.4</p>	<p>Reading Specialist, Domain I, Competency 001, 004-008</p> <p>English Language Arts Reading Grades 4-8, Competency 001004, 006-008</p>
<p><b>NCTE 3.3</b> Demonstrates their knowledge of reading processes.  <b>NCTE 3.4</b> Demonstrates knowledge of different composing processes.  <b>NCTE 3.5</b> Demonstrates knowledge of, and uses for, an extensive range of literature.  <b>NCTE 3.6</b> Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture. <b>NCTE 3.7</b> Demonstrates knowledge of research theory and findings in English language arts. <b>IRA 1.1</b> 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.  <b>IRA 1.2</b> Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.  <b>IRA 1.3</b> Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</p>	<ul style="list-style-type: none"> <li>• Professional</li> <li>• Book Review</li> <li>• Young Adult Booktalk</li> <li>• Lesson Plans</li> </ul>		<p>English Language Arts/Reading, Grades 8 - 12 003-011</p>

<p><b>Pedagogical Knowledge &amp; Skills— Instruction</b>  <b>NCTE 2.1</b> Creates an inclusive and supportive learning environment in which all students can engage in learning.  <b>NCTE 2.2</b> Uses ELA to help their students become familiar with their own and others’ cultures.</p>	<p>Reading Response &amp; Replies</p> <p>Lesson Plans</p> <p>Booktalk Poster Presentation</p>	<p>NCTE 2, 4</p> <p>IRA 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4</p>	<p>Secondary Grades 8-12 PPR 003, 007, 008, 009</p> <p>Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011012, Domain IV Competency 013-014</p> <p>English Language Arts Reading</p>
<p><b>NCTE 2.3</b> Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.  <b>NCTE 2.4</b> Uses practices designed to assist students in developing habits of critical thinking and judgment.  <b>NCTE 2.5</b> Makes meaningful connections between the ELA curriculum and developments in culture, society, and education.</p>	<p>Young Adult Booktalk</p>		<p>Grades 4-8, Competencies 001 - 008</p> <p>English Language Arts/Reading, Grades 8 - 12 001-011</p>
<p><b>NCTE 2.6</b> Engages their students in activities that demonstrate the role of arts and humanities in learning.  <b>NCTE 4.1</b> Examines and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.</p>			
<p><b>NCTE 4.2</b> Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole class, small-group, and individual work. <b>NCTE 4.3</b> Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.</p>			

<p><b>NCTE 4.4</b> Creates and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.</p> <p><b>NCTE 4.5</b> Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.</p> <p><b>NCTE 4.6</b> Engages students in critical analysis of different media and communications technologies.</p> <p><b>NCTE 4.7</b> Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>			
<p><b>NCTE 4.8</b> Engages students in making meaning of texts through personal response.</p> <p><b>NCTE 4.9</b> Demonstrates that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p> <p><b>NCTE 4.10</b> Integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences</p>			

<p><b>IRA 2.1</b> Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p> <p><b>IRA 2.2</b> Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p> <p><b>IRA 2.3</b> Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p> <p><b>IRA 4.2</b> Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</p> <p><b>IRA 4.3</b> Develop and implement strategies to advocate for equity...</p> <p><b>IRA 5.1</b> Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</p> <p><b>IRA 5.2</b> 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.</p> <p><b>IRA 5.3</b> Use routines to support reading and writing instruction (e.g., time allocation, transitions from one</p>			
<p>activity to another; discussions, and peer feedback).</p> <p><b>IRA 5.4</b> Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>			
<p><b>Dispositions</b></p> <p><b>NCTE 2.3</b> Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.</p> <p><b>IRA 6.2</b> 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.</p> <p><b>IRA 6.4</b> Understand and influence local, state, or national policy decisions.</p>	<p>Reading Response &amp; Replies</p>	<p>NCTE 2.3</p> <p>IRA 5.1-5.3</p>	<p>TEXES Reading Specialist Domain IV Competency 014</p>

**Tentative lecture/topic schedule:**

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- Some assignments may be accepted up to several days after an initial deadline (see schedule below). Check this schedule carefully because some assignments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.
- Expectations for out-of-class study

**For a 3 semester hour course, plan to spend 7-9 hours a week doing your readings, lectures, participating in discussion boards, and accessing the library. You will notice that none of this time includes preparing your assignments, submitting them or increasing your own computer and technology skills. That is additional time each week. It is recommended that you develop a personal study schedule for completing each week's course requirements. This will assist you with balancing your studies with other responsibilities.**

- In addition to the assigned readings, LIST 5326 has EIGHT lessons for your reading and reference. Each lesson is in a PDF file which may range from 20-30 pages, perhaps more. You can either open the PDF file or save it to your desktop and open it from there. It may be easier to save the PDF file to your desktop in order to print the material if you wish to do so.
- Reading Responses and Replies require that you use information and cite resources from each online lesson.

Lesson Title/Assigned Reading	Assignments	On Time Due Date (Some work submitted after this date will be accepted with a 25% penalty.)	Last Posting Date with Late Penalty (This is the last date to post with a 25% late penalty. There may NOT be a window to submit late work for all assignments.)
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**WEEK 1-3**

<p><b>Lesson 1: An Overview: Pre-Adolescent &amp; Adolescent Literacy</b></p> <p><b>Burke, <i>The English Teacher's Companion</i></b></p> <p>Chapter 1: What We Teach: Defining English as a Discipline</p> <p>Chapter 2: Who We Teach: Understanding and Teaching the Next Generation + Optional Online lesson 1 information</p>	<p>Get Acquainted Forum</p> <p>Include YA Book and Professional Book Choice</p>	<p>Sunday, Week 1– Sunday, Week 3 Post and Interact during this time</p>	<p>N/A</p>
<p><b>Lesson 2: The Reading Process in the Language Arts Classroom</b></p> <p><b>Burke, <i>The English Teacher's Companion</i></b></p>	<p>Reading Response <b>Set 1 (Lessons 1 &amp; 2)</b></p>	<p>Monday, Week 3 Posted in Groups</p>	<p>N/A</p>

Chapter 3: How We Teach so Students will Learn, Use, Remember – and Enjoy + Optional Online lesson 2 information	Reading Response Replies (1A & 1B plus 1C for full credit)	Saturday, Week 3	N/A
<b>WEEK 4 - 5</b>			
<b>Lesson 3: Oral Communications in Middle &amp; High School</b>  <b>Burke, <i>The English Teacher's Companion</i></b> Chapter 6: Speaking and Listening + Online lesson 3 information	Lesson Plan – Oral Communication	Monday, Week 5	Wednesday, Week 5
<b>Lesson 4: Teaching with Literature: Exploring Diverse Genre</b>  <b>Burke, <i>The English Teacher's Companion</i></b> Chapter 5: Teaching Reading pp. 136 -163  <b>Optional Reading:</b> Hadaway & McKenna, <i>Breaking Boundaries</i> with Global Literature: Celebrating Diversity in K-12 Classrooms + Online lesson 4 information	Reading Response Set 2 (Lessons 3 & 4)	Monday, Week 4 Posted in Groups	
	Reading Response Replies (2A & 2B plus 2C for full credit)	Saturday, Week 4	N/A
<b>WEEK 6 - 8</b>			
<b>Lesson 5: Teaching with Literature: Engaging Students with Literature</b>  <b>Burke, <i>The English Teacher's</i></b> Chapter 5: Teaching Reading pp. 163 - 202 + <b>Optional</b> Online lesson 5 information	YA Book Talk Presentation	Monday, Week 7 Posted in Assignments	Wednesday, Week 7



<p><b>Lesson 6: Writing Instruction and Assessment</b></p> <p><i>Burke, The English Teacher's Companion</i> Chapter 4: Teaching Writing + Online lesson 6 information</p>	<p>Reading Response Set 3 (Lessons 5 &amp; 6)</p>	<p>Monday, Week 8 Posted in Groups</p>	
	<p>Reading Response Replies (3A &amp; 3B plus 3C for full credit)</p>	<p>Saturday, Week 8</p>	<p>N/A</p>
<p><b>WEEK 9 - 12</b></p>			
<p><b>Lesson 7: Language Issues: Grammar &amp; Vocabulary</b></p> <p><i>Burke, The English Teacher's Companion</i> Chapter 7: Language Study: Vocabulary, Grammar, and Style + Optional Online lesson 7 information</p>	<p>Lesson Plan – Literature or Writing Monday, Week 9</p>	<p>Monday, Week 9 Posted in Assignments</p>	<p>Wednesday, Week 9</p>
	<p>Professional Book Presentation Monday, Week 11 Professional Book  Review and Discussion Tuesday through Saturday, Week 11</p>	<p>Monday, Week 11 Posted in Assignments, groups and in <b>TK20</b>  Tuesday through Saturday, Week 11</p>	<p>Wednesday, Week 11</p>
<p><b>Lesson 8: Language Issues: Language &amp; Media and Assessment</b></p> <p><i>Burke, The English Teacher's Companion</i> Chapter 8: Assessing and Grading Student Learning and Work + <b>Optional</b> Online lesson 8 information Review assessment in Lesson 6</p>	<p>Reading Response Set 4 (Lessons 7 &amp; 8)</p>	<p>Monday, Week 12 Posted in Groups</p>	<p>N/A</p>
	<p>Reading Response Replies (4A &amp; 4B plus 4C for full credit)</p>	<p>Saturday, Week 12 Posted in Groups</p>	<p>N/A</p>
<p><b>WEEK 13 - 14</b></p>			
<p>No Readings this week</p>	<p>Lesson Plan – Vocabulary or Grammar Posted in Assignments</p>	<p>Monday, Week 12 Posted in Assignments &amp; Groups</p>	<p>Wednesday, Week 12</p>

**\*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.**

**ASSIGNMENTS (DETAILED GUIDELINES FOLLOW LATER IN THE SYLLABUS):**

- Get Acquainted Posting with Young Adult Book Selection & Professional Book Selection with rationale (5 points)
- Lesson Plans (3 lesson plans @ 25 points each for 75 points total)
- Reading Response & Replies (4 sets @ 25 points each for 100 points total)
- Young Adult Book Power Point Presentation (100 points)
- Book Club: Professional Book Review Presentation & Peer Review (100 points)

**GRADE CALCULATION:**

Assignment	Points Possible	Grading Scale
Get Acquainted Posting with Young Adult Book Selection & Professional Book Selection with rationale (5 points)	5	A = 354 - 380 B = 319 - 354 C = 285 - 318 D = 265 - 284 F = below 265
Reading Response, Replies, & Assessment (4 sets @ 25 points each for 100 points total)	100	
Lesson Plans for 1) Oral Communication 2) Writing or Literature 3) Grammar or Vocabulary (3 lessons @ 25 points each for 75 points total)	75	
Young Adult Book Talk Presentation (100 points)	100	
Book Club: Professional Book Review Presentation (95 points) & Peer Review (5 points) points)	95 5	
<b>TOTAL</b>	<b>380</b>	

**Drop Policy**

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines.

**Americans with Disabilities Act (ADA)**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (Regents = Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

## Plagiarism

Plagiarism is the presentation of another person's work as your own, whether you mean to or not! Copying or paraphrasing passages from another writer's work without acknowledging that you've done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you're not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.

To learn how to properly acknowledge sources, complete the UTA Library's tutorial located at <http://library.uta.edu/plagiarism/index.html>

## Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

## Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

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**Core Values:** Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

## Conceptual Framework

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**University of Texas at Arlington**  
**College of Education**  
**Conceptual Framework**

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**DETAILED GUIDELINES FOR ASSIGNMENTS:**

**1) GET ACQUAINTED POSTING:**

- a)** Note your name, teaching assignment (district, school, grade level, and subject area, if applicable) OR your certification level and subject area.
- b) PERSONAL CONNECTION & YOUNG ADULT BOOK SELECTION:** Cite your Young Adult book choice and why you **choose** the particular YA book you selected. Cite some of your favorite children’s and young adult literature titles. **YOU MUST CHOOSE A BOOK FROM THE INSTRUCTOR’S LIST OF YA BOOKS.**
- c) PERSONAL CONNECTION & PROFESSIONAL BOOK SELECTION:** Cite your professional book choice and why you choose the particular professional book you selected. Explain how this book can connect to your teaching assignment and your professional goals. **YOU MUST CHOOSE A BOOK FROM THE INSTRUCTOR’S LIST OF PROFESSIONAL BOOKS. NOTE YOUR TEACHING ASSIGNMENT (DISTRICT, SCHOOL, GRADE LEVEL, AND SUBJECT AREA (IF APPLICABLE)).**

Credit	No Credit
Get Acquainted posting addresses all required points and is posted on-time. (5)	Get Acquainted posting does not address all required points and/or is not posted on-time. (0)
Participates in the discussion	Participates in the discussion

**2) LESSON PLANS (3 at 25 points each for 75 points total)**

You will create TWO original lesson plans: 1) Oral Communication (refer to online Lessons 3 and 4), 2) Writing or Literature (refer to online Lesson 6), 3) Grammar or Vocabulary (refer to online Lessons 7 and 8). The lesson plans are linked to information in the online lessons and textbook and you will need to refer to the online lessons and textbook for specific activities to use in the lesson plans and cite research that supports the activities and strategies that you use.

NOTE: Each lesson plan must be original (developed by you) and not one that you found at a website or other published source and not one that you developed for another course.

**Format:** Use the required format for lesson plans that follows.

**Section I: Lesson Plan Background:**

- Cite the specific activity/strategy that is used in the lesson plan. The activity/strategy must be one introduced in the online lesson and/or textbook. Explain why you selected the activity/strategy and how it will help you to accomplish your instructional objectives.
- Support your choice of activity/strategy and the steps in your instructional plan with scholarly research indicating its effectiveness. Be sure to note the references for all research cited.

**Section II: Lesson Plan Format** (NOTE: This is the required format for EDUC 5315, LIST 5316, 5317, 5326, 5345, unless otherwise specified): Refer to the lesson plan tutorial in Blackboard for information and tips for each of the components below.

**Instructional Objective:** [\(Instructions\)](#) **Be sure to refer to lesson plan tutorial.**

Include content, level of thinking [Bloom's], and student output.

Make sure that you cite both the **TEKS** and the **STAAR** linked to the lesson or the standards that you use for your state or district.

**Instructional Materials and Resources:** [\(Instructions\)](#)

(List what you need during instruction, and copy/paste handouts, etc. here.)

**Content Outline:** [\(Instructions\)](#)

Include specific pages, notes, and any research you have done on the topic that is being presented. Cite the major literacy elements addressed in the lesson.

**Accommodations and Modifications:** [\(Instructions\)](#)

(This area needs to be completed whether or not you currently have special needs students.)

Refer to lesson plan tutorial for ideas.

Be specific and unique for each lesson that you create (do not copy and paste from one lesson to the next); include what you might do for ELLs, students with learning disabilities or dyslexia, special needs, etc.

**INSTRUCTIONAL PROCEDURES:**

	<b>PROCEDURE</b>	<b>ACTIVITY</b> (name or description)
1	<b>Sponge Activity</b> <a href="#">(Instructions)</a>	
2	<b>Set Induction</b> <a href="#">(Instructions)</a>	
3	<b>Pre-assessment of student understanding of the lesson concept/process/skill</b> <a href="#">(Instructions)</a>	
4	<b>Large Group Instruction</b> <a href="#">(Instructions)</a>	
5	<b>Independent or Group Work</b> <a href="#">(Instructions)</a>	
	<i>(You may repeat numbers 3 &amp; 4 if time permits. Add additional table rows as necessary.)</i>	
6	<b>Feedback</b> <a href="#">(Instructions)</a>	
7	<b>Evaluation - Post assessment of concept/process/skill</b> <a href="#">(Instructions)</a>	
8	<b>Closure</b> <a href="#">(Instructions)</a>	

**Instructions for Lesson Plan Format**

Time suggestions are based on a 50 minute period. Keep in mind that you need to be changing activities with regularity to keep students on task. The attention span for most adults is no longer than 10-15 minutes at best, so you can imagine what it is with children and adolescents.

**Instructional Objectives:** Be specific. State what you want students to **know** and **be able to do**. *Include two objectives for a block lesson.* Begin the objective, —Students will be able to (SWBAT)... or follow format from lesson plan tutorial. Objectives need to be measurable. Designate the cognitive level (Bloom's Taxonomy). Cite the **TEKS** (<http://www.tea.state.tx.us/teks/>) linked to the lesson or your own state's standards.

**Instructional Materials and Resources:**

What do you need before and during instruction to students?

For example:

- Textbook(s)
- Handouts
- Overhead transparencies

**Content Outline:**

Include specific pages, notes, and any research you have done on the topic that is being presented.

For example:

- Intro. To Business – pages 5-18, Handout on Vocabulary,
- Additional Handouts and Teacher Notes

**Accommodations and Modifications:**

This area needs to be filled in whether or not you have special needs students. Designate specific additional resources, alternate instructional activities, alternate grading procedures, etc.

**Instructional Procedures:** (Assign time limits to each.)

**Sponge Activity:** A "sponge" (also called bell work/bell ringers or vocabulary builders) is an activity designed to produce learning during the times taken up by "administrivia. It should be tied in some way to your lesson. When you go over these activities with the students, do so orally so that you can determine the types of errors and why students are making mistakes. Discussing aloud why certain answers are correct allows students to understand your thinking process.

**Suggested time: 5 minutes**

**Set Induction:** This should be an experiment, read aloud, or hands-on demonstration that gets the students interested in what is being presented that day. **Suggested time: 3 minutes**

**Pre-assessment of student understanding of the lesson concept/process/skill:** Conduct a quick assessment of student understanding of what you are about to present. Be specific about the level of student understanding. For instance, —Only 25% of the students had a basic understanding of the concept to be taught. This information could be gathered from homework results, questioning during the sponge activity, a pretest, etc. Make note of exactly how many students have no understanding of the concept/process/skill to be taught and how many may have some idea, etc.

**Large Group Instruction:** Have your notes ready to give the overview of the lesson for the students. (This part should not last more than 15 minutes without some kind of interaction from the students---they cannot keep their focus any longer than that.) Suggested time: **10 minutes maximum**

**Feedback:** Then have students try what you have taught, and immediately check for understanding. This can be done in a number of ways: responses to questions, board work, monitoring of independent work.

In your instruction description, note how your instruction provides specific intervention focused on the pre-assessment that you conducted before the lesson.

**Independent Work or Group Work:** This could include activities at their desks, board work, experiments, projects they are working on, or research in class sets of books. You don't have to do group work, but if you do, keep the following items in mind.

Grouping of students

- assign roles
- discuss time limits
- discuss signals-what does the teacher do to get students' attention (make sure the students know this from the very beginning of the year)



Work with assigned groups using outline or with individual students depending on the assignment. (Be sure to move around from student to student to check for understanding.) **Suggested time: 15 minutes maximum**

**KEEP IN MIND THAT YOU CAN REPEAT NUMBERS 3 & 4 IF TIME PERMITS.**

**Give feedback at end of time limit:** Feedback means that you sum up the most important things that you wanted them to gather from what they were doing whether it was an experiment, worksheet, project, or research. **Suggested time: 2 minutes**

**Evaluation** (This can include any or all of the following areas.):

**Post assessment of concept/process/skill:** Specifically assess how many students have now mastered what was taught. Be specific about the impact of instruction. For example, —At the beginning of the lesson, only one or two students could . . . but by the end of the lesson, 90% of the students had a mastery of . . . ll Cite the exact number (or percentage) of students who have mastered the concept/process/skills, how many have not, and if possible, what areas students are still having problems with.

- Oral presentation by each person-use only if you did group work
- Evaluation of contribution by each group member-use only if you did group work
- Any future tests will include concepts and processes studied (you may want to have a quick 5 question test to see if the students understood what you presented.) **Suggested time: 10 minutes**

**Closure:** Teacher summarizes 2 concepts that were introduced in your large group instruction. Then teacher has students use these same concepts to apply to the lesson they just finished. (For example: Today, students we covered the concepts of free enterprise. How do the following 2 terms relate back to what you did in class today?) You as the teacher be sure that you summarize the concepts at the very end before they leave the class. **Suggested time: 2 minutes**

**Grading Rubric**

Tasks for <i>Lesson Plan</i> ↓	Expert 25	Acceptable 20	Unacceptable 11
<b>Format</b>	Fully developed lesson plan that follows required format with both sections: Section 1 citing activity and Section 2, the actual lesson plan (3)	Lesson plan follows required format with both sections: Section 1 citing activity and support and Section 2, the actual lesson plan (2)	Does not follow format for assignment or missing some or all of required parts of the lesson (1)
<b>Understanding of learners and P-12 student standards</b>	Demonstrates in depth understanding of learners and P-12 student standards and an ability to construct well-developed goals and objectives for instruction that draw on TEKS or other state standards (5)	Demonstrates general understanding of learners and P-12 student standards and an ability to construct goals and objectives for instruction that draw on TEKS or other state standards (4)	Demonstrates limited understanding of learners and P-12 student standards and / or has problems constructing goals and objectives for instruction that draw on TEKS or other state standards (2)



<b>Knowledge of content and instructional resources</b>	Shows in depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson (9)	Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson (8)	Lesson plan limited and / or lacks any real insights about learners, content, or pedagogy (4)
<b>Understanding of accommodations and modifications for all students</b>	Demonstrates in depth understanding of accommodations and modifications needed for all students to learn (4)	Demonstrates basic understanding of accommodations and modifications needed for all students to learn (3)	Demonstrates basic understanding of accommodations and modifications needed for all students to learn (2)
<b>Ability to plan appropriate assessments</b>	Shows well-developed ability to plan appropriate assessments (4)	Shows ability to plan appropriate assessments (3)	Has difficulty developing appropriate assessments (2)

### 3) YOUNG ADULT BOOKTALK PRESENTATION

**(You must choose your book from a list that the instructor will provide.)**

**Description:** As English/Language Arts/Reading professionals, candidates must know about the newest and best literature available. This is a hard task given the proliferation of books published each year for children and young adults. To demonstrate the importance of using supplemental resources in the classroom, candidates will locate an example of a young adult book that could be utilized in a mid-level or secondary language arts classroom. **Candidates must choose a book from an instructor approved list** and then email their selection and a rationale for the selection to the instructor. Once approved, candidates should post their choice and rationale in the designated area. Once the book choice has been approved, candidates may move forward with the assignment and create a Power Point to feature the selected book to the class.

**Format:** This must be presented as a Power Point. Arrange the assignment in the following sequence with these required sections / subheadings and the content points noted. Make sure to create at least one slide per subheading with font size large enough for easy reading. This may mean that candidates have multiple slides per subheading. I suggest a minimum of 15-25 slides although there may be more slides needed.

- **Title page & background information** See required information in grading rubric.

**Section I: Bibliography & graphic for book:** Use APA format for bibliographic citation with author, year of publication, title, place of publication, and publisher. b) Check to see if the book has any Websites with reviews and information and cite these URLs and summarize the information provided. c) Note the list/award (see above) from which your book was selected. d) Include a graphic of the book cover

- **Section II: Summary & Personal Response:** Brief original synopsis of the book. Make sure this is in your own words. Do not use the review text. Include a substantive personal response to book noting your personal reactions. Create this as a booktalk for your students to sell the book and convince them to read it.
- **Section III: Justification for use:** a) Why is this book applicable to your class/grade level? b) What would students gain from exposure to this book? c) Search for any Web-based links to this book that offer justification or classroom applications for the book. Cite these URLs and summarize the ideas. d) Cite what language arts TEKS goals for K-12 students this book links to and explain how. e) Connect this lesson and/or activity back to the state and national educator standards of your certification level/content area reflected by the lesson goals and activities. Reference and provide a justification for the connection to standards.
- **Section IV: Applications to the classroom:** Describe, in detail, specific listening/speaking, reading and writing classroom applications/activities for the book. Cite related literature and supplemental resources that could be connected to this YA book.
- **Section V: Teacher/student interview:** 1) Present data about how the students liked the book or if not currently teaching, interviews a young person in the book’s reading range for input on the book and the proposed strategies for using it. 2) Interview language arts teacher(s) in grades 6-12 to ask about the use of tradebooks and class libraries. How many and what types of books are in the class library? Does the school or teacher have a specific time for sustained silent reading in the classroom? How often and how long is the reading time?
- **Section VI: Library interview:** Visit a middle school / high school library and interview the librarian and provide answers to the following questions: a) Does the librarian order young adult books based on the lists of recent award winners? If so, which award lists? b) How does the librarian feature new books, award winning titles, etc.? c) What trends in circulation has the librarian noted? What books do students tend to checkout?
- **Section VII: Research Support Bibliography**

Section	Expert	Acceptable	Unacceptable
Title Page & Background Information 5 points	1) Complete title page for Young Adult Book Poster Presentation with academic honor / honesty statement 2) Fully developed background information including the items in next column. (5)	1) Title page for Young Adult Book Poster Presentation with academic honor / honesty statement 2) Background information including: <ul style="list-style-type: none"> <li>• Current or projected teaching position (Grade level and teaching field)</li> <li>• Certification(s) sought</li> <li>• Do you currently use trade books or other supplemental resources in your classroom? If so, what types and how often?</li> <li>• What observations can you make about the level of use of trade books / supplemental materials in classrooms where you have observed? (4)</li> </ul>	Missing one or more of the required parts. (3)

<b>Section I: Bibliography &amp; Graphic for Book 5 points</b>	<p>1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher). (1)</p> <p>2) Searches for and cites information from the web about book including the URL with a well-developed summary (in own words) of the major information provided. (2)</p> <p>3) Copies indication of age range / grade level from amazon.com for the book And copies Library of Congress <a href="http://www.loc.gov">www.loc.gov</a> information indicating original (first) publication date. (1)</p> <p>4) Includes a graphic of the book cover. (1)</p>	<p>1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher). (1)</p> <p>2) Searches for and cites information from the web about book including the URL with a brief summary (in own words) of the major information provided. (1)</p> <p>3) Copies indication of age range / grade level from amazon.com for the book and copies Library of Congress <a href="http://www.loc.gov">www.loc.gov</a> information indicating original (first) publication date. (1)</p> <p>4) Includes a graphic of the book cover. (1)</p>	<p>Missing one or more of the required parts. (2)</p>
<b>Section II: Summary &amp; Personal Response 15 points</b>	<p>Original summary of book with well-developed and insightful personal response to the book. (10)</p> <p>Well-developed persuasive points to sell the book directed at students. (5)</p>	<p>Original summary of book with good personal response to the book. (8)</p> <p>Persuasive points to sell the book directed at students. (4)</p>	<p>Limited original summary and / or personal response to book. (6)</p> <p>Poorly developed persuasive points for students. (2)</p>
<b>Section III: Justification for Use 25 points</b>	<p>1) Provides well developed and insightful justification that highlights why the book is applicable to the subject and grade taught. (10)</p> <p>2) Cites at least 3 web based links to this book or related sites that offer justification or classroom applications for the book or theme/topic with a well-developed summary of the sites and how they might be used. (10)</p> <p>3) Cites the English language arts TEKS goals for K-12 students (or other state standards) that link to this book with an insightful justification. (5)</p>	<p>1) Provides good justification for the book that highlights why the book is applicable to the subject and grade taught. (8)</p> <p>2) Cites 1-2 web-based links to this book or related sites that offer justification or classroom applications for the book or theme/topic with a good summary of the sites and how they might be used. (8)</p> <p>3) Cites the English language arts TEKS goals for K-12 students (or other state standards) that link to this book with a justification. (4)</p>	<p>1) Provides a limited justification for why the book is applicable to the subject and grade taught.(6)</p> <p>2) Cites one web-based link, or fails to cite a link, to this book or content related sites that offer justification or classroom applications for the book or theme/topic with a limited summary of the sites and how they might be used. (6)</p> <p>3) Lacks an understanding of the subject area TEKS goals for K-12 students (or other state standards) that link to this book or fails to provide a justification. (2)</p>

<p><b>Section IV: Application to the classroom 30 points</b></p>	<p>1) Includes at least 4 specific well developed listening/speaking, reading and writing classroom applications/activities for the book. (12) 2) Activities are directly linked to the book and include research based strategies (note research support) for at least one listening/speaking, one reading (specify if the activity is pre, during, or post reading), and one writing (specify if the activity is pre, during, or post writing). (10) 3) Offers at least 3 examples of fiction, poetry, nonfiction tradebooks, or supplemental resources that could be linked to the highlighted book for a unit of study with an insightful rationale for the connection of the works. (8)</p>	<p>1) At least 3 specific listening/speaking, reading and writing classroom applications/activities for the book. (10) 2) Activities are directly linked to the book and include research based strategies (note research support) for at least one listening/speaking, one reading (specify if the activity is pre, during, or post reading), and one writing (specify if the activity is pre, during, or post writing). (8) 3) Offers at least 2 examples of fiction, poetry, nonfiction tradebooks, or supplemental resources that could be linked to the highlighted book for a unit of study with a rationale for the connection of the works. (6)</p>	<p>Provides fewer than 3 classroom applications (8)  Activities, and ideas show a lack of research support or development. (6)  Provides only one related resource and or missing rationale for the resource cited. (4)</p>
<p><b>Section V: Teacher / Student Interview Data 10 points</b></p>	<p>1) Conducts a student interview and reports a well-developed summary of response to tradebook and suggested instructional activities. (5) 2) Conducts a teacher interview and reports a well-developed summary of attitudes toward tradebook use. (5)</p>	<p>1) Conducts a student interview and reports a basic summary of response to tradebook and suggested instructional activities. (4) 2) Conducts a teacher interview and reports a basic summary of attitudes toward tradebook use. (4)</p>	<p>1) Fails to conduct a student interview or reports a limited summary of response to tradebook and suggested instructional activities. (3) 2) Fails to conduct a teacher interview and reports a limited summary of attitudes toward tradebook use. (3)</p>
<p><b>Section VI: Librarian Interview 5 points</b></p>	<p>Visits a P-12 library and conducts a librarian interview and reports a well-developed summary about ordering young adult literature, trends in circulation, etc. (5)</p>	<p>Visits a P-12 library and conducts a librarian interview reporting a basic summary about ordering young adult literature, trends in circulation, etc. (4)</p>	<p>Fails to conduct a librarian interview or reports a limited summary about ordering young adult literature, trends in circulation, etc. (3)</p>
<p><b>Section VII: Research Support Bibliography 5 points</b></p>	<p>Offers recent research support for points from course and outside resources. Citations (APA format) are directly linked to points within text and complete citation is provided in separate bibliography at the end of the paper. (5)</p>	<p>Offers research support for points from course resources. Citations (APA format) are directly linked to points within text and complete citation is provided in separate bibliography at the end of the paper. (4)</p>	<p>Offers limited or no research support for points from course resources. Citations (APA format) are not noted within text and/or not included in separate bibliography at the end of the paper. (3)</p>

**4) BOOK CLUB: PROFESSIONAL BOOK REVIEW & DISCUSSION**

**Description:** Part of professional growth is staying current in the field of education. As part of this process, candidates will read and review a professional book in the area of literacy instruction. Then, they will participate in a book discussion group.

**Format:** Arrange the assignment in the following sequence with these required sections / subheadings and the content points noted. For this assignment, candidates have the choice of submitting their work in a webpage or as a Power Point presentation. For Power Point presentations, make sure to create at least one slide per subheading with a font size large enough for easy reading. This may mean that candidates have multiple slides per subheading. I suggest a minimum of 15 slides.

**Title Page & Background Information** (See required information in grading rubric...)

**Section I: Bibliography & graphic for book:** a) Use APA format for bibliographic citation with author, year of publication, title, place of publication, and publisher; b) Check to see if the book has any Websites with reviews and information and cite these URLs and summarize the information provided. c) Include a graphic of the book cover.

**Section II: Summary, Critical Analysis, & Personal Response:** Brief original summary of the book. Make sure this is in your own words. Do not use the review text. Include a substantive analysis and personal response to book noting addressing the following points. Use the following guidelines in constructing the summary and use the subheadings.

### **Introduction**

- Who is this author? Is he or she considered an expert in this topic? Don't overlook facts about the author's background and the circumstances of the book's creation and publication.
- What is the specific topic of the book or article? What overall purpose does it seem to have? What is the author's point of view or frame of reference (usually found in the introduction or opening paragraphs)?
- For what readership is it written? (The preface, acknowledgements, bibliography and index can be helpful in answering these questions.)

### **Focus of the Book**

- Does the author state an explicit thesis? Does he or she noticeably have a specific philosophical/theoretical orientation? What is the basic theory advanced in the book? What are the theoretical assumptions? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
- What is the author's major hypothesis; what's the purpose for writing this book, what's the hook?
- What are the most important pieces of evidence to support it?
- What exactly does the work contribute to the overall body of knowledge in this area? What general problems and concepts in your discipline and this course does it engage with?
- What kinds of material does the work present (e.g. primary documents or secondary material, literary analysis, personal observation, quantitative data, biographical or historical accounts)?
- How is this material used to demonstrate and argue the thesis? (As well as indicating the overall structure of the work, your review could quote or summarize specific passages to show the characteristics of the author's presentation, including writing style and tone.) What type(s) of argument and evidence are used to support theory?
- Are there alternative ways of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree?
- What theoretical issues and topics for further discussion does the work raise?
- How do the ideas (theories and practices) advanced in this book relate to the current body of educational theory?
- What advice/support does the book give to educators?

### **Your Response to the Book**

- What are your own reactions and considered opinions regarding the work?
- What is the quality of the evidence? Convincing? Adequate? Are the sources recognized by others in the field?
- Are there other works on the same or a similar topic?
- Does any of the author's information (or conclusion) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?
- How might you resolve any conflict?
- Were any previous ideas you had on this subject changed or abandoned due to this book? Were they reinforced?
- Would you recommend this book or article to others? Why?

Adapted from: How to Write a Book Review, Retrieved May 21, 2004 at <http://www.uky.edu/LCC/HIS/review.html> and The Book Review or Article Critique: General Guidelines, Retrieved May 21, 2004 at <http://www.utoronto.ca/writing/bkrev.html>

**Section III: Evidenced Based Instructional Tipsheet:** This section reflects how educators take the research and ideas from the professional book, connect them with other relevant research, and apply them in schools/classrooms. You should construct a tipsheet (like a handout) that you could use at a workshop / inservice / professional development meeting. This tipsheet should help teachers understand and apply research based strategies from the professional books. Tips, from the professional book you reviewed as well as other research sources should be presented (each one on one or more Power Point slides). You should elaborate (BE SPECIFIC) on the research so that any teacher could take this from your presentation and put the ideas into practice. Create a research based tip sheet that provides well developed ideas that schools and teachers, in general, can use this research information. All points must have research support (cite source) and a connection to TEKS or your state's standards. Each tip should have the following parts:

- 1) Evidenced based research (e.g., A study by Smith (2002) noted that the SQ3R was effective for helping college students with concept dense reading. The study found that this technique was more effective than the Cornell notetaking method for 80% of the students.)
- 2) Application of the research in a classroom: How will you directly apply the research in your classroom? I will introduce each chapter using the SQ3R. First, I will introduce the method at the beginning of the year and then as we begin each chapter, I will start the process and students will continue. Once they have some notes from the method, they will turn to their partner for a think-pair-share of the findings.
- 3) Links to TEKS with explanation.

**Section IV: Webliography/Bibliography: Annotated Webliography/Bibliography**

**Webliography:** Share at least 5 websites that link to the focus of your professional book and provide a sentence or two describing each website and what it has to offer related to the topic and to classroom instruction. Your annotation should include a hotlink to the resource so peers can just click on it and go to the site to check it out.

**Bibliography:** You should also include citations related to any research cited. Make sure to use APA format for this. See the APA References Template that follows at the end. For more information on APA format, go to any of the following:

- APA Style, <http://www.apastyle.org/>
- Using APA Style to Cite and Document Sources, <http://www.bedfordstmartins.com/online/cite6.html>
- Using American Psychological Association (APA) Format, [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

**Section V: Teacher interview:** Interview at least one language arts teacher in grades 6-12 and ask about the ideas presented in your professional book. a) Is he/she familiar with this philosophy/theoretical orientation? b) How does his/her school district support teacher professional development? c) Does he/she belong to a professional organization related to language/literacy instruction? If so, which organization? d) Has he/she ever attended a professional conference such as the Texas State Reading Association state meeting, etc.? What was that experience like?

**Peer Reviews & Discussion:** Not part of Power Point or webpage BUT a requirement of the assignment, peer reviews and discussion will be posted on the discussion board.

Professional Book List (You must choose your book from a list that the instructor will provide.)

**Grading Rubric**

**NOTE:** All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be submitted during a three day late window with 25% penalty. For full credit, assignments must be posted in the correct online forum as well.

Section	Expert	Acceptable	Unacceptable



<b>Title Page &amp; Background Information</b> <b>5 points</b>	<b>5 points</b> 1) Complete title page for Book Club Presentation 2) Complete background information including items in next column.	<b>3 – 4 points</b> 1) Title page for Book Club Presentation 2) Background information including: <ul style="list-style-type: none"> <li>• Current or projected teaching position (Grade level and teaching field)</li> <li>• Certification(s) sought</li> <li>• Do you currently belong to a professional organization? If so, which one?</li> <li>• Do you read professional journals regarding education? If so, which ones?</li> <li>• Have you ever attended a professional conference such as the Texas State Reading Association meeting, etc.? If so, when and where? How was that experience?</li> <li>• Does your district support teacher travel/conference registration for such events?</li> </ul>	<b>0 – 2 points</b> Missing one or more of required items
<b>Section I: Bibliography &amp; Graphic</b> <b>5 points</b>	1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher). (1) 2) Searches for and cites information from the web about book including the URL with a well-developed summary (in own words) of the major information provided. (3) 3) Includes a graphic of the book cover. (1)	1) Correctly cites bibliographic information in APA format (author, year of publication, title, place of publication, publisher). (1) 2) Searches for and cites information from the web about book including the URL with a summary (in own words) of the major information provided. (2) 3) Includes a graphic of the book cover. (1)	Missing one or more of the required parts. (2)
<b>Section II: Summary, Critical Analysis, &amp; Personal Response</b> <b>35 points</b>	Provides well developed, insightful summary and critical analysis. (18) Offers well developed personal response to book that fully addresses all the required points. (17)	Provides basic summary and critical analysis of the book. (16) Offers personal response to book that addresses the required points.(15)	Provides limited summary, analysis (14) and/or personal response to book (13).

<p><b>Section III: Evidenced Based Instructional Tipsheet 35 points</b></p>	<p>1) Offers 5 well developed tips in own words, from the professional book reviewed (15) 2) Offers at least 5 well developed tips from other research sources noting how the information in this professional book applies to instruction in the classroom and how this information can be used to change professional practice. (15)  3) Cites the English language arts TEKS goals for K-12 students or other state standards that link to this book with an insightful justification.(5)</p>	<p>1) Offers 4 tips In own words from the professional book reviewed (13)  2) Offers at least 4 tips from other research sources noting how the information in this professional book applies to instruction in the classroom and how this information can be used to change professional practice. (13)  3) Cites the English language arts TEKS goals for K-12 students or other state standards that link to this book with a justification. (4)</p>	<p>1) Offers 3 or fewer tips from the book reviewed (11)  2) Cites 3 or fewer tips from other research sources and has limited insights about how the information in this professional book links to other evidenced based research and applies to instruction in the classroom and how this information can be used to change professional practice. (11)  3) Has difficulties linking English language arts TEKS or other state standards to the assignment. (3)</p>
<p><b>Section IV: Webliography &amp; Bibliography 10 points</b></p>	<p>1) Webliography: Shares more than 5 URLs for websites that link directly to the topic with an elaborated paragraph describing the website and what it has to offer related to the topic and to classroom instruction. (7) 2) Bibliography: Includes citations (in APA format related) with an elaborated paragraph describing at least 5 recent (2000-present) refereed research sources cited in Section III. (3)</p>	<p>1) Webliography: Shares at least 5 URLs for websites that link directly to the topic with a paragraph describing the website and what it has to offer related to the topic and to classroom instruction. (5) 2) Bibliography: Includes citations (in APA format related) with a paragraph describing at least 4 recent (2000-present) refereed research sources cited in Section III. (2)</p>	<p>1) Webliography: Shares limited number of URLs for websites or the websites do not directly relate to the topic or there is a limited description of the website. (3) 2) Bibliography: Includes citations (in APA format related) with a limited description at least 3 recent (2000-present) refereed research sources cited in Section III. (1)</p>
<p><b>Section V: Teacher Interview Data 5 points</b></p>	<p>Interviews at least one language arts teacher in grades 6-12 and provides well developed and insightful discussion of responses to book and professional development issues. (5)</p>	<p>Interviews language arts teacher in grades 6-12 and provides discussion of responses to book and professional development issues. (4)</p>	<p>Provides limited or no discussion of interview responses to book and professional development issues. (3)</p>



<b>Peer Reviews &amp; Discussion</b> <b>5 points</b>	<p><b>5 points</b></p> <p>Visits two or more peer sites and provides an elaborated review including at least the following points.</p> <ul style="list-style-type: none"> <li>• Name of peer and the reason you selected this site.</li> <li>• How helpful was the site to you? What information was provided that you needed?</li> <li>• Describe how the information from this site might be used in your teaching. Participates in ongoing discussion of the book and responds to all reviews to his/her own site.</li> </ul>	<p><b>3 - 4 points</b></p> <p>Visits two peer sites and provides a good review including the following points.</p> <ul style="list-style-type: none"> <li>• Name of peer and the reason you selected this site.</li> <li>• How helpful was the site to you? What information was provided that you needed?</li> <li>• Describe how the information from this site might be used in your teaching. Participates in ongoing discussion of the book.</li> </ul>	<p><b>0 - 2 points</b></p> <p>Visits two peer sites and provides a basic review but does not follow format.</p>
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## 5) READING RESPONSE, REPLIES, & ASSESSMENT HAS TWO PARTS (A) RESPONSE, B) REPLIES

**Description:** Candidates will engage in an electronic discussion in response to the textbook and online lesson readings. The electronic discussion has two parts: a) candidate's original response to text and online readings, b) candidate's replies to peers

**Format & Content:** Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

**Part A: Response:** Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule) as well as personal reactions to the material. Candidates should make ONLY ONE posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.

- **Seven Key Points I Learned/I Found Interesting:** Candidates will cite at least 7 specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **Three Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least 3 specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **Two Points I Would Like More Information About:** Candidates cite at least 2 pieces of information from the textbook and online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

**Part B: Replies:** Following response posting, candidates will return to the discussion board to read and reply to at least three peer's responses. Label replies as Reply 1A, Reply 1B, Reply C, etc. The format for the reply part of this assignment is as follows. All formal replies should use this format and label each component. **As a courtesy, make sure you respond to any peers who have replied to your posting.**

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting? What connections do you make to the course content?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .

- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with \_\_\_ because \_\_\_
- I disagree with \_\_\_ because \_\_\_
- I wonder about \_\_\_ because \_\_\_
- According to \_\_\_
- The evidence shows \_\_\_
- In my classroom, I see \_\_\_ and this seems to confirm/contradict \_\_\_

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

- Can you say something similar using other words?
- What did you like about the previous contribution?
- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

**Grading Rubric**

<b>Tasks for Part A: Reading Response</b> ↓	<b>Expert 15</b>	<b>Acceptable 10</b>	<b>Unacceptable 0-4</b>
<b>Format</b>  <b>Seven key points</b>  <b>Three Key Points I Have Questions About/Found Confusing/ Disagreed With</b>  <b>Two Points I Would Like More Information About</b>	<p>Follows required format for response (2)</p> <p>Notes at least seven key points drawn from both online and text reading with excellent elaboration, in depth insights, application to classroom, and specific examples (5)</p> <p>Notes a least three points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (4)</p> <p>Notes at least two key points for more information that reflects insightful reading of the material (4)</p>	<p>Follows required format for response (1)</p> <p>Notes six points drawn from both online and text reading with insights, application to classroom, and examples (3)</p> <p>Notes two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (3)</p> <p>Notes one key point for more information that reflects insightful reading of the material. (3)</p>	<p>Does not follow format for one or more of the parts (0)</p> <p>Does not note the minimum number of points and/or points are limited or superficial (2)</p> <p>Does not note the minimum number of questions or observations have limited connection to reading (1)</p> <p>Does not note a request for more information (1)</p>
<b>Tasks for Part B: Three Formal Replies</b>  <b>Format</b>	<b>Expert 10 points</b>	<b>Acceptable 7 points</b>	<b>Unacceptable 3 points</b>

<b>Responses</b>  <b>Replies to Peers</b>  <b>Extension of Dialogue</b>	Posts three required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
	Responds to all replies (1)  All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4)	Responds to all replies (1)  Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3)	Does not respond to replies (0)  Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2)
	Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	Engages in limited discussion with peers or limited extension of the dialogue (1)

## SUPPLEMENTAL READING LIST

### Assessment

- Farr, R., & Tone, B. (1994). **Portfolio and Performance assessment**. Ft. Worth, TX: Harcourt Brace.
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). **A Practical Guide to Alternative Assessment**. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hill, B. C., & Ruptic, C. (1994). **Practical Aspects of Authentic Assessment: Putting the Pieces Together**. Norwood, MA: Christopher-Gordon.
- Perrone, V. (Ed.). (1991). **Expanding Student Assessment**. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rhodes, L. K. (Ed.). (1993). **Literacy Assessment: A Handbook of Instruments**. Portsmouth, NH: Heinemann.
- Schurr, S. (1992). **The ABC's of Evaluation: 27 Alternative Ways to Assess Student Progress**. Columbus, OH: National Middle School Association.
- Valencia, S. W., Hiebert, E. H., & Afflerbach, P. P. (1994). **Authentic Reading Assessment: Practices and Possibilities**. Newark, DE: International Reading Association.

### Content Area Reading (General)

- Alvermann, D. E., & Phelps, S. E. (1994). **Content Reading and Literacy: Succeeding in Today's Diverse Classrooms**. Boston: Allyn & Bacon.
- Brown, J. E., Phillips, L. B., & Stephens, E. C. (1993). **Toward Literacy: Theory and Applications for Teaching Writing in the Content Areas**. Belmont, CA: Wadsworth.
- Brozo, W. G., & Simpson, M. L. (1995). **Readers, Teachers, Learners: Expanding Literacy in the Secondary Schools** (2nd ed.). New York: Merrill.
- Brewer, B., & Brewer, J. A. (1991). **Reading and Writing: Teaching for the Connections**. Ft. Worth, TX: Harcourt Brace.
- Cochran, J. A. (1993). **Reading in the Content Areas for Junior High and High School**. Boston: Allyn & Bacon.
- Conley, M. W. (1992). **Content Reading Instruction: A Communication Approach**. New York: McGraw-Hill.
- Cooter, R. B., & Flynt, E. S. (1996). **Teaching Reading in the Content Areas: Developing Content Literacy for All Students**. Englewood Cliffs, NJ: Merrill.
- Dishner, E. K., Bean, T. W., Readence, J. E., & Moore, D. W. (1992). **Reading in the Content Areas: Improving Classroom Instruction** (3rd ed.). Dubuque, IA: Kendall/Hunt.
- Dupuis, M. M., Lee, J. W., Badiali, B. J., & Askov, E. N. (1989). **Teaching Reading and Writing in the Content Areas**. Glenview, IL: Scott, Foresman & Company.

- Herber, H. L., & Herber, J. N. (1993). **Teaching in Content Areas with Reading, Writing, and Reasoning**. Boston: Allyn & Bacon.
- Lapp, D., Flood, N., & Farnan, N. (1989). **Content Area Reading and Learning: Instructional Strategies**. Englewood Cliffs, NJ: Prentice Hall.
- Manzo, A., & Manzo, U. (1990). **Content Area Reading: A Heuristic Approach**. Columbus, OH: Merrill.
- McCarthy, M. J., Rasool, J., & Banks, C. (1996). **Reading and Learning Across the Disciplines** (2nd ed.). Belmont, CA: Wadsworth.
- McKenna, M. C., & Robinson, R. D. (1997). **Teaching Through Text: A Content Literacy Approach to Content Area Reading** (2nd ed.). New York: Longman.
- Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (1994). **Developing Readers and Writers in the Content Areas: K-12** (2nd ed.). New York: Longman.
- Moore, D. W., Readence, J. E., & Rickelman, R. J. (1989). **Prereading Activities for Content Area Reading and Learning** (2nd ed.). Newark, DE: International Reading Association.
- Readence, J. E., Bean, T. W., Baldwin, R. S. (1992). **Content Area Reading: An Integrated Approach** (4th ed.). Dubuque, IA: Kendall/Hunt.
- Richardson, J. S., & Morgan, R. F. (1997). **Reading to Learn in the Content Areas** (3rd ed.). Belmont, CA: Wadsworth Publishing.
- Roe, B. D., Stoodt, B. D., Burns, P. C. (1991). **Secondary School Reading Instruction: The Content Areas**. Boston: Houghton Mifflin.
- Rubin, D. (1992). **Teaching Reading and Study Skills in Content Areas** (2nd ed.). Boston: Allyn & Bacon.
- Ruddell, M. R. (1997). **Teaching Content Reading and Writing** (2nd ed.). Boston: Allyn & Bacon.
- Tonjes, M. J. (1991). **Secondary Reading, Writing, and Learning**. Boston: Allyn & Bacon.
- Tonjes, M. J., & Zintz, M. V. (1992). **Teaching Reading, Thinking, Study Skills** (3rd ed.). Dubuque, IA: William C. Brown.
- Vacca, R. T., & Vacca, J. A. L. (1996). **Content Area Reading** (5th ed.). New York: HarperCollins.