

**University of North Texas at Dallas**  
**Fall 2016**  
**SYLLABUS for**

<b>EDRE 4850.020: Reading and Writing: Birth-Grade 6</b>		<b>3 credit hours</b>	
<b>Department of</b>	<b>Teacher Education</b>	<b>School of</b>	<b>Education</b>
<b>Instructor Name:</b>	Dr. Rodriguez		
<b>Office Location:</b>	DAL 1- 201 L		
<b>Office Phone:</b>	972-338-1323 940-391-4855 (call or text)		
<b>Email Address:</b>	<a href="mailto:Cynthia.rodriquez@untdallas.edu">Cynthia.rodriquez@untdallas.edu</a>		
<b>Office Hours:</b>	Mondays 1:30-5:30 Tuesdays 10:00-1:00 Thursdays 11:30-12:30		
<b>Classroom Location:</b>	UNT Dallas, 7300 University Hills Blvd. DAL 1-Room 208 Highlands Elementary,		
<b>Class Meeting Days &amp; Times:</b>	Tuesdays, 1:00-2:50 pm <i>This is a hybrid course. Please see course schedule for online assignments.</i>		
<b>Course Catalog Description:</b>	Examine a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non- intrusive, naturalistic procedures.		
<b>Prerequisites:</b>	EDRE 4450 and admission to Teacher Education or consent of department		
<b>Required Text:</b>	Devries, B. A. (2014). Literacy assessment and intervention for classroom teachers. (4 <sup>th</sup> ed.) Scottsdale, AZ. Holcomb Hathawa y  3-ring binder and 9 dividers		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a>  UNT Dallas Bookstore: phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			
	The goal of this course is to help teacher candidates develop an in depth understanding of literacy assessments. A variety of assessments and evaluations that are appropriate for classroom teachers to use with bilingual, ESL, and monolingual students will be introduced and conducted in class. Although both informal and formal procedures will be introduced, the main focus is a non-intrusive naturalistic procedure.		
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:			
1	Demonstrate knowledge of the relationship between instruction and assessment;		
2	Demonstrate knowledge of assessment as a continuous and ongoing process;		
3	Develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks;		
4	Demonstrate observational and diagnostic skills specific to a targeted student's literacy		

	behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction;
5	Complete a running record and miscue analysis of the oral reading of a student and understand the results' implications for instruction;
6	Compile a profile of student's work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction
7	Demonstrate an understanding of classroom literacy instruction through planning and implementing a project including a guided reading lesson and literacy stations appropriate for the selected grade level.

### **Online/Hybrid Course Outline (attached)**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

### **Course Evaluation Methods**

**You will receive a grade for each assignment (on a 100 point scale). The grades will be averaged at the end of the semester for your final grade.**

**Assignment Overview: *All written work is expected to meet collegiate standard. Work containing excessive errors in grammar, punctuation or spelling will be returned ungraded.***

**Case Study-**You will work with one student administering literacy assessments and implementing literacy lessons. We will be working with 1<sup>st</sup> graders at Highlands Elementary in Cedar Hill ISD. All guidelines and details about the assignment will be discussed in class and posted on Bb. This is your key assignment this semester. You will post your completed case study on Tk20.

**Model Classroom Project** You will work in a small group to present to the class a "model literacy classroom." You will sign up for grade levels and will plan your model classroom accordingly. More details will be shared in class and on Blackboard.

**Online Chapter Assignments:** You will select a chapter to lead an online discussion. Details will be discussed in class.

**Chapter Quizzes/final reflection-**You will complete chapter quizzes related to the readings in our course textbook. Quizzes are posted on Bb. You will complete a final reflection for the course on the last day of class and submit online. See Bb folders for details and due dates.

**Oral Exam-**You will participate in an oral exam. You will lead a five-seven minute discussion in small groups to discuss the outcomes of your case study student. Details of the oral exam will be shared in class and on Bb.

#### **Attendance and Participation Policy:**

**Weekly attendance is required** --- If you need to be absent for any reason, email or text me as soon as possible. You will need to "make up" student meetings at Highlands Elementary.

**\*More than 1 absence will lower your score one letter grade. You will receive an "F" for the class if you have more than 2 absences.\***

## **Grade Determination**

**A = 90% or better**

**B = 80 – 89 %**

**C = 70 – 79 %**

**D = 60 – 69 %**

**F = less than 60%**

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDdisability@untDallas.edu](mailto:UNTDdisability@untDallas.edu) or at Building 2, room 204.

### **Blackboard Learn Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### **Course Evaluation Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** (According to the instructor's discretion while working in concert with the division/program's guidelines).

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic

Integrity at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

## **Classroom Policies**

### **Attendance and Participation Policy:**

**Weekly attendance is required** --- If you need to be absent for any reason, email or text me as soon as possible. You will need to “make up” student meetings at Highlands Elementary.

**\*More than 1 absence will lower your score one letter grade. You will receive an “F” for the class if you have more than 2 absences.\***

### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

### **Online “Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>.

Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**


Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)

DATE	ASSIGNMENTS	HIGHLANDS ELEM CASE STUDY	MODEL CLASSROOM PROJECT	CHAPTER ASSIGNMENTS (ONLINE)	SLOs
<p>Week One August 23 <b>Class does not meet- Complete online assignments.</b></p>	<p><b>Post introduction to discussion board.</b></p> <p>Explore Blackboard and format of the hybrid course.</p> <p><b>Ethnographic Eyes Part 1 assignment-bring hard copy to class next week.</b></p>	<p>Complete the Highlands Elementary volunteer background application at this link: <a href="http://www.chisd.net/Page/1987">http://www.chisd.net/Page/1987</a></p>	<p>Read about this assignments on your syllabus.</p>	<p>Read Chapter 1. <b>Submit profile quiz and reflection to turnit in link.</b> <b>Complete Chapter 1 Quiz by September 6.</b></p>	<p><b>1</b></p>
<p>Week Two August 30</p>	<p>Syllabus/course overview <b>Ethnographic Eyes Activity Part 2-submit in class</b> Assessment Discussion Discuss Bb and online assignment/Select partner. -Take assessment packet for binders</p> <p><b>FOR NEXT WEEK: Online Assignment 1- complete this assignment with a partner. Submit to turnit in link.</b></p>	<p>Assessment packet distributed in class.</p> <p><b>FOR NEXT WEEK: Arrange assessment binder. You'll need a three ring binder and dividers. Review assessments and be prepared with questions in class tomorrow.</b></p>		<p>Discuss Chapter 1 (in class) <b>Bring a hard copy of your profile quiz and reflection.</b></p> <p><b>FOR NEXT WEEK: Read Chapter 3. Be prepared to discuss in class.</b></p>	<p><b>1, 2, 3</b></p>
<p>Week Three September 6</p>		<p>Discuss/review assessments. Check out books, if needed.</p>	<p>Select grade level for this project. Grade level choices between Kinder and 8<sup>th</sup> grade.</p>	<p>Discuss Chapter 3. <b>Chapter 3 Quiz (in class)</b> <b>Complete Chapter 1 quiz by class time today. (on Bb)</b></p> <p>Discuss online chapter assignments-select 2 chapters for which you will lead online discussions.</p> <p><b>Work on chapter overviews for the 2 chapters you selected. Post your</b></p>	<p><b>1, 2, 3, 4</b></p>

				<b>completed overview to appropriate thread on discussion board anytime between today and October 25.</b>	
Week Four September 13**  <b>FIRST MEETING AT HIGHLANDS ELEMENTARY</b>		Meet with your individual student for assessment visit 1.  <b>Complete assessment reflection 1-submit to turnit in link.</b>			<b>1, 2, 3, 4, 5</b>
Week Five September 20  <b>MEET AT HIGHLANDS ELEMENTARY</b>		Meet with individual student for assessment visit 2.  <b>Complete assessment summary table-submit to turnit in link.</b>	<b>Research GR lesson and literacy stations appropriate for your selected grade level. Complete Model Classroom Assignment 1-Submit to turnit in link.</b>		<b>1, 2, 3, 4, 5</b>
Week Six September 27  <b>MEET AT HIGHLANDS ELEMENTARY</b>		Complete assessments with your student/exploration lesson			<b>2, 3, 4, 6</b>
Week Seven October 4 <b>CLASS DOES NOT MEET- ONLINE ASSIGNMENT</b>		<ol style="list-style-type: none"> <li>1. Complete "lesson planning guide"- SUBMIT TO TURNIT IN LINK BY NO LATER THAN THURSDAY, OCTOBER 6 at 11:59 pm.</li> <li>2. View lesson planning session—link in Bb</li> </ol>			<b>Read Chapter 13 to prepare to view the lesson planning session.</b>

		<p>folder.</p> <ol style="list-style-type: none"> <li>Submit lesson plan to discussion board by <b>NO LATER THAN FRIDAY, OCTOBER 7</b> at 11:59 pm.</li> <li>Make lesson plan revisions and prepare lesson materials.</li> </ol>			
<p>Week Eight October 11 <b>MEET AT HIGHLANDS ELEMENTARY</b></p>		<p>Implement Lesson Plan 1</p> <p>FOR NEXT WEEK: *1. Complete Lesson Plan 1 reflection. Submit to turnit in link. 2. Create Lesson Plan 2- <b>SUBMIT TO DISCUSSION BOARD BY NO LATER THAN FRIDAY, OCTOBER 14</b> at 11:59 pm.</p>	<p>For next week:</p> <ol style="list-style-type: none"> <li>Complete Model Classroom Project Assignment 2.</li> </ol>		<b>2, 3, 4, 6, 7</b>
<p>Week Nine October 18 <b>MEET AT HIGHLANDS ELEMENTARY</b></p>		<p>Implement Lesson Plan 2</p> <p>Sign up for teacher snacks for next week.</p> <p>FOR NEXT WEEK: *1. Complete Lesson 2 reflection. 2. Complete summary and analysis. 3. Prepare for teacher discussion/oral exam.</p>			<b>2, 3, 4, 6, 7</b>
<p>Week Ten October 25 <b>MEET AT HIGHLANDS ELEMENTARY</b></p>		<p>Meet with teachers. Discuss student work.</p> <p>FOR NEXT WEEK: 1. Compile all case study documents into one pdf file.</p>		<b>Make sure your 2 chapter overviews are submitted by today at 11:59 pm.</b>	<b>2, 3, 4, 6, 7</b>
<p>Week Eleven November 1 <b>MEET ON CAMPUS</b></p>		<ol style="list-style-type: none"> <li>Discuss Chapter 14. <b>Small group activity- Parent communication.</b></li> <li>Discuss final steps for case study.</li> </ol>	<p>Work in project groups.</p> <p>Check out books, if needed.</p>	<p><b>Engage in discussions on all chapters. Make sure you respond to ONE chapter overview for EACH chapter.</b></p> <p><b>After discussions are</b></p>	<b>6, 7</b>



				<p><b>complete, complete quizzes for:</b>  <b>Chapters 4 &amp; 5.</b>  <b>Chapters 6 &amp; 7.</b>  <b>Chapters 8 &amp; 9.</b>  <b>Chapters 10, 11, &amp; 12.</b></p> <p>Complete all discussions and quizzes by no later than November 29 at 11:59 pm.</p>	
<p>Week Twelve  November 8  <b>CLASS DOES NOT MEET</b></p>		<p><b>Complete case study and upload to tk20 by November 15.</b></p>	<p><b>Create guided reading lesson-submit to discussion board by Friday, November 11.</b></p> <p><b>Prepare all materials for classroom project.</b></p> <p><b>*Schedule a meeting time with me if you need to discuss projects.*</b></p>		<p><b>6, 7</b></p>
<p>Week Thirteen  November 15  <b>MEET ON CAMPUS</b></p>			<p>Presentation 1 and 2</p> <p>Model classroom packet due on day of presentation</p> <p>Feedback and/or reflection for each presentation-posted to discussion board by 11:59 tonight.</p>		<p><b>7</b></p>
<p>Week Fourteen  November 22  <b>MEET ON CAMPUS</b></p>			<p>Presentation 3 and 4</p> <p>Model classroom packet due on day of presentation</p> <p>Feedback and/or reflection for each presentation-posted to discussion board by 11:59 tonight.</p>		<p><b>7</b></p>
<p>Week Fifteen  November 29 <b>MEET ON</b></p>			<p>Presentation 5</p> <p>Model classroom packet due on day of presentation</p>	<p><b>Make sure you have completed all discussions and quizzes by 11:59 pm tonight.</b></p>	<p><b>7</b></p>

<b>CAMPUS</b>			Feedback and/or reflection for each presentation-posted to discussion board by 11:59 tonight.		
Week Sixteen December 6 <b>CLASS DOES NOT MEET</b>	<b>ONLINE REFLECTION</b>				

Course Outline-Specific assignment details provided on Blackboard.