



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

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**COURSE TITLE:**

Teaching Reading in the Intermediate Grades

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**COURSE NUMBER:**

RED 3311

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**COURSE DESCRIPTION (with prerequisites):**

Materials and methods for teaching reading to intermediate grades and related study skills; emphasis on teaching mastery of decoding skills, fluency, comprehension, vocabulary, conducting guided reading activities, utilizing a wide variety of reading materials in the classroom and relating basic reading skills to content area instruction. Includes 10 hours observation, participation, and teaching in school settings. 3 semester hours. This course requires a minimum grade of "C" in order to receive credit.

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**NAME(S) OF INSTRUCTORS:**

Casey Dowgul, M.S.

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Office hours – Posted on door

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**EFFECTIVE ACADEMIC YEAR:**

2015-2016

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:****Suggested:**

**Creating Literacy Instruction for All Students in Grades 4-8 (3rd Edition).** Thomas G. Gunning, 2008. Pearson:

**Teaching Reading In the 21<sup>st</sup> Century (5th Edition).** Michael Graves, 2006. Pearson

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**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

**A – 90 – 100**

**B – 80 – 89**

**C – 70 – 79**

**D – 60 – 69**

**F – 59 or less**

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

### **ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

### **MAKE-UP POLICY:**

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

### **ACADEMIC HONOR CODE POLICY:**

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

### **STUDENTS WITH DISABILITIES POLICY:**

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

### **LIBRARY AND ON-LINE REFERENCE MATERIALS:**

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

### **TECHNOLOGY RESOURCES:**

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The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

### **FREE TUTORING RESOURCES:**

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The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

### **ELECTRONIC DEVICE USAGE STATEMENT:**

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Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

### **DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

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- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

| STUDENT LEARNING OUTCOMES FOR RED3311<br>The student will:  | State-Adopted Standards   | FEAPs (Discipline Outcomes)  | FL Competencies and Skills: |   | Endorsements:  |   | Assessment Activities   |
|---|---|--|-----------------------------|---|--|---|---|
|   |   |  | Elementary Education K-6    | Prof. Ed.   | Reading Competency #2<br>Application of Research-Based Instructional Practices | ESOL  |   |
| Effectively use instructional strategies that synchronize and scaffold each of the major components of the reading process toward student mastery.  | Various Reading/ Language Arts state-adopted standards met through this outcome | E-1<br>FEAPs 1.1, 1.2, 1.6   | 1.2, 1.4, 1.5, 1.6          | 8.1, 8.2, 8.3   | Performance Indicators A, B,C, D, E, F, and G                                  |   | Task CC10D - RU<br>MA 1-4 – SD/W                                |
| Identify resources and research-based practices that create both language-rich and print-rich environments.   | Various Reading/ Language Arts state-adopted standards met through this outcome | E-5<br>FEAP 1.5  | 1.10<br>6.1                 | 8.5   | Performance Indicators A, B,C, D, E, F, and G                                  |   | Task CC8G - RU<br>Task CC10D - RU<br>MA 5 – SD/W<br>MA 6 – SD/W |
| Describe measures of assessment and evaluation for literacy and to explain the uses, strengths, and weaknesses of a variety of formal and informal assessment measures and techniques.  |   | E-4<br>FEAPs 4.2, 4.4  | 4.1                         | 1.1, 1.3  | 2.A.9, 2.B.5, 2.C.5, 2.D.4, 2.E.3, 2.F.8                                       |   | Task CC8G - RU<br>Task CC10D - RU<br>MA 7 – SD/W                |
| Describe effective teacher behaviors associated with reading instruction.   |   | E-5<br>FEAP 5.1  |                             | 3.2   | 2.A.1, 2.B.1, 2.C.1, 2.D.1, 2.E.1, 2.F.1                                       |   | MA 6 – SD/W   |
| Acquire a better understanding of diversity in today's classroom and to consider linguistically and culturally diverse students (i.e., bilingual, nonstandard English speakers, ESOL, ESE, etc.) when designing literacy instruction.   |   | E-2<br>FEAP 2.8  |                             | 5.2<br>14.2   | 2.A.7, 2.B.3, 2.C.3, 2.D.2, 2.F.5, 2.G.5                                       |   | Task CC8G - RU  |
| <b>**Assessment Codes</b>   |   |  |                             |   |  |   |   |
| <b>T</b> = Tests<br><b>Pre/Post</b> = Pre- and Post-Tests<br><b>OT</b> = Objective Tests<br><b>UT</b> = Unit Tests<br><b>Q</b> = Quizzes<br><b>F</b> = Final Examination<br><b>CF</b> = Cumulative Final<br><b>EX</b> = Departmental Exam<br><b>SE</b> = Nat'l or State Standardized Exam |   | <b>RPT</b> = Report/Presentation<br><b>SP</b> = Skills Performance<br><b>SD</b> = Skills Demonstration<br><b>W</b> = Writing Assignments<br><b>E</b> = Essays<br><b>DE</b> = Documented Essays<br><b>RP</b> = Research papers<br><b>J</b> = Jury<br><b>R</b> = Recital |                             | <b>Proj.</b> = Projects<br><b>Exp.</b> = Experiments<br><b>Cap. Proj.</b> = Capstone Project<br><b>Cap. Course</b> = Capstone Course<br><b>Prac.</b> = Practicum<br><b>Intern.</b> = Internship<br><b>H</b> = Homework<br><b>PS</b> = Problem Solving<br><b>DB</b> = Discussion Board |  | <b>BO</b> = Behavioral Observation<br><b>Clin.</b> = Clinicals<br><b>CS</b> = Case Study<br><b>CP</b> = Case Plan<br><b>Port.</b> = Portfolio<br><b>Obs.</b> = Teacher Observation<br><b>Sk. Check</b> = Skills Check-off<br>Curriculum Frameworks<br><b>JP</b> = Judged Performance/Exhibition |   |

## **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K –6 schools.
6. Collaborate with peers and other professionals.

## **ASSIGNMENT AND/OR COURSE OUTLINE**

**Students enrolled in RED 3311 will required to complete the following.**

### **10-hours Observation/Participation/Teaching**

This course requires 10 hours of observation, participation, and teaching in a local public school. You must observe in grades 3-5, and may not earn more than 2 hours in one day for this course. Be sure to sign in at the school EVERY time you go, even if the school says it is not required. The log must be turned in to the instructor by the designated date. Any falsification of signatures or other data on the log will result in an Honor Code Violation\* to be placed in your permanent record, a letter-grade reduction of this course's final grade\*, and you will have to complete an additional 5 hours in a school and classroom designated by the instructor. Failure to complete the required hours or failing to turn in the form by the designated date will cause you to receive an Incomplete for this course until the hours are satisfactorily completed and the log submitted. **YOU ARE EXPECTED TO ACT IN A PROFESSIONAL MANNER WHILE IN THE SCHOOL SETTING. YOU ARE ALSO EXPECTED TO GO TO THE SCHOOL ON A REGULAR SCHEDULE SO THE TEACHER KNOWNS WHEN TO EXPECT YOU.**

*\*If this is your first Honor Code Violation; if you already have an Honor Code Violation on file, you could receive a failing grade for the course and/or face a committee hearing and expulsion from the Teacher Education Program.*

### **TASK (50% OF GRADE)**

*\*Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks are considered “LATE” after the moment the instructor takes them up. Any task received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator(s) (YOUR GRADE WILL NOT CHANGE). The original grade will be used when calculating the course average. Points **will not** be added for resubmissions but will be deducted if not resubmitted within the timeframe set forth by the instructor. **To pass this class ALL tasks must be successfully demonstrated with “acceptable” formal reflections included.** The Chipola Catalog provides specific information regarding other outcomes from the*

grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

**Task CC8G – Basal Reader Text Evaluation** – The teacher candidate must show knowledge of evaluating materials for the reading classroom. He or she will evaluate reading basal textbooks and accompanying instructional materials to learn how to properly evaluate a reading textbook and materials for use in the classroom. Evaluation should include determining if culture-specific features of content curricula are accurate depictions of cultures represented throughout the book, or if cultural bias is present. Fry's Readability Formula will be used to determine if the reading level matches the basal level. Assessments/tests that come as part of the textbook program should be evaluated for cultural bias as well.

**Task CC10D - Unit** – This task is designed for the student to demonstrate mastery of research-based instructional strategies through the development of an integrated teaching unit for classroom use that incorporates the effective use of strategies that synchronize and scaffold each of the 5 major components of the reading process. An appropriate format will be given for this task to follow.

#### **Quizzes (10% of final grade)**

After activities and instruction from various chapters of the book, there will be a quiz. **Quizzes cannot be made up if missed.** If you know you are going to be absent, you must contact the instructor prior to class and arrangements can be discussed to take the quiz **before the anticipated absence, but not after.**

#### **Exams (10% of final grade)**

There will be one midterm and one final exam. They will each receive equal weight.

#### **Major Assignments (20% of final grade)**

For Major Assignment 1-4 four strategy sheets will be completed. The described activities for each area of reading will also be demonstrated with the class being the audience/participants. Each strategy sheet will be reflected upon for implementation of best practices. A typed copy will be given to the instructor.

**1. Phonemic Awareness Strategy Sheet/Phonics Sheet** – Demonstrate competency in explicit, systematic instruction in phonemic awareness by developing and sharing a strategy sheet with class members. Strategy sheet should include the following: source, description of strategy, materials needed, text required, procedure, ways to show differentiation for different level learners, assessment method, and accommodations for ESE and ESOL students.

**2. Fluency Strategy Sheet** - Demonstrate competency in explicit, systematic instruction in fluency by developing and sharing a strategy sheet with class members. Strategy sheet should include the following: source, description of strategy, materials needed, text required, procedure, ways to show differentiation for different level learners, assessment method, and accommodations for ESE and ESOL students.

**3. Vocabulary Strategy Sheet** - Demonstrate competency in explicit, systematic instruction in vocabulary by developing and sharing a strategy sheet with class members. Strategy sheet should include the following: source, description of strategy, materials needed, text required, procedure, ways to show differentiation for different level learners, assessment method, and accommodations for ESE and ESOL students.

**4. Comprehension Strategy Sheet** - Demonstrate competency in explicit, systematic instruction in comprehension by developing and sharing a strategy sheet with class members. Strategy sheet should include the following: source, description of strategy, materials needed, text required, procedure, ways to show differentiation for different level learners, assessment method, and accommodations for ESE and ESOL students.

**5. Literature Circles** – You will be selecting a book group and be taking on a role within a piece of literature. This activity will require outside preparation but will be completed during class. You will see a checklist of behaviors that will be used to assess you during this literature circle process. This is something that you can use within your classroom and it will be most effective to learn by going through the process itself.

**6. Focused Observation Responses** – During your practicum hours, you will have focused questions and actions to be looking for. You will be expected to submit responses to the actions you are hoping to observe. This will serve as a method of reflecting on each classroom visit. PLEASE NOTE: THIS IS NOT A PLAY BY PLAY OF WHAT IS HAPPENING IN THE CLASSROOM.

**7. Informal Reading Inventory** – During class, you will learn the process and procedures of administering an Informal Reading Inventory (IRI). You will be expected to administer the IRI to another student in the class. You will then design an instructional focus based on the student's data from the IRI. This should show the students strengths and weaknesses and include a plan on where the data reflects you would need to go with this student.

**8. Teaching Experience – to be conducted within your practicum hours - Guided Reading Lesson** - You should collaborate with your cooperating teacher to prepare and teach a small-group guided reading lesson. The size of the group should be 4-6 students all on similar reading levels. You will be expected to use a text on their instructional reading level to demonstrate your lesson. The reading skill being taught in this guided reading lesson should complement whatever the classroom teacher is working on and will be tied into the Sunshine State Standards. The lesson will be evaluated by your college instructor or supervising teacher using the *Chipola Practicum Teaching* observation form. **Your lesson plan must follow the Chipola Standard Lesson Plan Format and be submitted to the instructor AND the cooperating teacher NO LESS THAN 24 hours PRIOR to the lesson.** After you teach the lesson, you should complete the *Observation Reflection Narrative* within one calendar week of the lesson and submit to your college instructor. **Reflection Narratives not received within one calendar week from the day of the lesson or by due date provided from**

**instructor will not be accepted. However, if you wait too long to teach your lesson, you might be expected to turn in your reflection earlier.**

**9. Website Presentations** – Select a reading website to present, either from the textbook or one you find online, and present to the class. To present in class, you should navigate through the site, sharing highlights of the website’s features.

**Attendance and Participation (10% of final grade - 5% attendance and 5% participation)**

You will receive two grades in this category: one for attendance, the other for participation.

**GRADE ONE: ATTENDANCE** - The following scale will be used to calculate the attendance grade based on unexcused absences per 50-minute class period. The first 3 absences can be missed for any reason and no deduction will be made. After the third absence, the following will take effect:

|                                    |            |
|------------------------------------|------------|
| <b>0 to 3 absences.....</b>        | <b>100</b> |
| <b>4<sup>th</sup> absence.....</b> | <b>90</b>  |
| <b>5<sup>th</sup> absence.....</b> | <b>70</b>  |
| <b>6<sup>th</sup> absence.....</b> | <b>60</b>  |
| <b>Over 6 absences.....</b>        | <b>0</b>   |

Being tardy will result in a 5-point deduction per tardy, beginning after the third tardy.

**GRADE TWO: PARTICIPATION** – Participating in class discussion and activities is an important component of the learning process. You are expected to participate in these discussions and activities and not be distracted by nonrelated things. That being said, having your laptops open during class, text messaging during class, working on assignments not related to this class, or in cases of being in the computer lab, being on websites not related to the course content (such as Facebook/Twitter etc.) will result in point deductions for each offense. Your participation grade will be deducted **each** time you engage in non-class related activities, including all the aforementioned.

|                                    |           |
|------------------------------------|-----------|
| <b>1<sup>st</sup> offense.....</b> | <b>90</b> |
| <b>2<sup>nd</sup> offense.....</b> | <b>70</b> |
| <b>3<sup>rd</sup> offense.....</b> | <b>70</b> |
| <b>Over 3 offenses.....</b>        | <b>0</b>  |

See your Instructor First Day Handout for individual instructor assignment schedule.