

**EDR 407 Integrating Reading and Writing in the Content Areas
William Carey University
School of Education
Course Syllabus – Spring 2023**

Instructor: Dr. Patti Permenter

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Office Hours: Tuesdays 8:30-1:30

Wednesdays 8:30 – 1:30

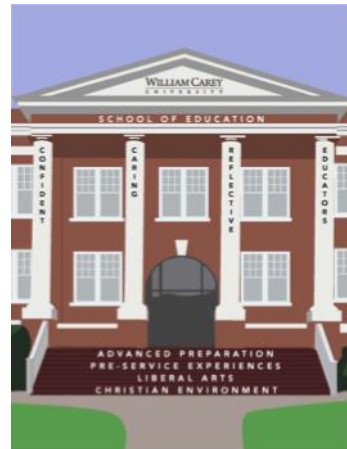
Phone: 601-318-6229

This class meets 4 sessions via WebEx 2/22, 3/8, 3/29, and 4/12 at 6:00 PM.

**WCU Theme: "And now these three remain: faith, hope, and love;
but the greatest of these is love."
1 Corinthians 13:13**

Vision: "Confident, Caring, and Reflective Professional Educators"

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.



Course Description

EDR 407
Reading and
course is an
content areas.
developing
requisites:

Writing in the Content Areas: (3 hours) This introduction to integrating reading and writing into Instructional strategies and techniques related to content area literacy will also be examined. Pre-EDR 306, EDR 308, EDR 311

Note: A final grade of C or more is needed to earn credit for EDR/EDU courses and any other courses required for your degree.

TK20: **One or more assignments in this course *may* require submission to two links in CANVAS. Failure to do so will result in a grade of "I" (incomplete) in this course. If you receive an "I", you will then have one term to complete the upload to receive a reduced grade, preventing the "I" from converting to an "F" automatically. If you have questions or need help with your upload to the link that has TK20 in the title, contact your TK20 Administrator at tk20@wmcarey.edu.

Creating Time Logs for your course observations

<https://web.microsoftstream.com/video/8035678f-f92f-4e06-b3ee-2cae97a1e728>

Approve time logs for WCU students

<https://web.microsoftstream.com/video/8ebb265c-e00c-493e-9077-af4f0ee8006c>

Field Experience - 8 hours

There is an eight (8) hour, field-based component at a local school for this course. The field experience is composed of a brief teacher interview and classroom observation of instruction related to reading and writing (Science and Social Studies Integration). A list of “look fors” will be provided as a guide. A written summary of observations will be submitted through a CANVAS assignment in the 8th week of the class. Thus all observation hours should be completed by then. You will need to email your host teacher’s email address to tk20@wmcarey.edu so that he/she will be sent the form to approve your field experience contact hours.

VIDEO-CONFERENCING AT WCU: Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the WebEx platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to WebEx. If a plug in is required, it will prompt you to download. This only must happen once, and then the browser is ready. If you use a different browser, then you will have to run the test again. The Chrome browser is recommended browser.

You may access WebEx by downloading the app. Go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for WebEx and download the free app for your mobile device. Watch a video about WebEx <https://www.youtube.com/watch?v=DFznJoUbW5g>

You will receive a link inviting you to join the class or group if we are meeting via my personal WebEx room. If we are meeting via CANVAS, you can access WebEx via CANVAS by clicking on the Cisco WebEx link on the left side of your canvas course and clicking “JOIN.”

Mississippi K-12 Social Emotional Learning (SEL) Standards

Social and emotional learning (SEL) refers to a wide range of skills, abilities, and behaviors that can affect a student’s success in school and life. The Mississippi Department of Education has recently adopted Mississippi SEL Standards. The overarching purpose of the Mississippi SEL standards is to address the social and emotional needs of all students to ensure their success in school and in life. Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions (CASEL, 2020).

The facilitation of authentic science learning is one avenue teachers can use to address the five social and emotional domains that are part of Mississippi’s K-12 Social Emotional Learning (SEL) standards: self-awareness, self-management, social awareness, relationship skills, and decision-making skills.

As assignments are completed for this course, look for opportunities to address the SEL standards. MDE’s K-12 SEL Resource Guide for the Social Emotional Learning Standards can be found at the following link: [sel_standards_final_1.21.21.pdf](#) (mdek12.org).

COURSE CONTENT AND OBJECTIVES

Purpose and Rationale: This senior level course is designed to give students a working understanding of the techniques and strategies to teach reading, writing, and thinking through the content areas including but not limited to science, social studies, and math. Pre-Service teachers will learn about the teacher’s role in expanding K-6 students’ reading and writing skillsets while engaging them in rich meaningful learning experiences that draw upon their prior knowledge, build background knowledge, and increases their depth of knowledge in the reading and writing as well as the content areas.

This course will help to prepare teachers to choose challenging fiction and non-fiction texts for their students to facilitate the teaching of reading, writing, thinking, and the content areas. Additionally, strategies such as close reading, increasing vocabulary, and the use of mentor texts will also be addressed. Finally, special attention will be given to the needs of special needs students and students from diverse backgrounds. The mission of William Carey University is addressed in this course through the high level of scholarship that is required and the emphasis on the educational measurement knowledge and higher- level thinking skills that are acquired in the university core.

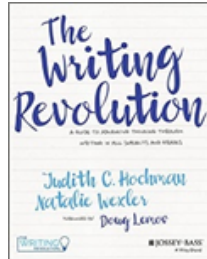
Student Learning Outcomes:

The students will:	WCU CF EG	InTASC	CAEP
1. Explain the key terminology and research findings around the development and teaching of reading, vocabulary, and writing and the effects on learning in Science and Social Studies.	WCU 1, 4 CF 2, 3, 6 EG 1, 4	4, 5, 8	R1.2; R1.3
2. Demonstrate the ability to analyze student writing samples.	WCU 1, 4 CF 1, 3, 6 EG 1, 4	7, 8	R1.3
3. Describe the benefit of directly teaching reading and writing through the content areas to all children including children from culturally and linguistically diverse backgrounds.	WCU 1, 4 CF 2, 3, 6 EG 1, 2, 4	1, 2, 7, 8	R1.1; R1.3

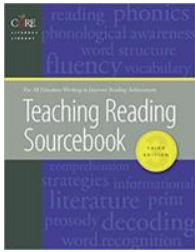
<p>4. Utilize reading and writing instruction to promote content area literacy through technology.</p>	<p>WCU 1, 4 CF 1, 4, 6 EG 1, 4</p>	<p>5, 7, 8</p>	<p>R1.2; R1.3</p>
<p>5. Understand the research-based practices to support teaching explicit writing instruction through the content areas.</p>	<p>WCU 1, 4 CF 1, 6 EG 1, 4</p>	<p>4, 7, 8</p>	<p>R1.2; R1.3</p>
<p>6. Demonstrate the ability to incorporate MSCCR Writing and Language Standards into daily lessons in the content areas.</p>	<p>WCU 1, 4 CF 1, 6 EG 1, 4</p>	<p>4, 7, 8</p>	<p>R1.2, R1.3</p>
<p>7. Understand how fiction, non-fiction, and poetry play an important role in all content areas.</p>	<p>WCU 1,4 CF 1,6 EG 1,4</p>	<p>4, 7, 8</p>	<p>R1.2, R1.3</p>

Required Text

Dorfman, L. & Cappelli, R. (2017). *Mentor Texts - 2nd Edition Teaching Writing Through Children's Literature*, Stenhouse Publishers, Portland Maine. Hochman, J & Wexler, N. (2017). *The Writing Revolution - A Guide to Advancing Thinking Through Writing in All Subjects and Grades*, Jossey-Bass, San Francisco, CA.



Optional/Supplemental Text - Teaching Reading Sourcebook (2018), is a comprehensive reference that offers students an abundance of ideas and descriptions of research-based instructional practices.



Resources for Student Success

Boyles, N. (2012). Closing in on close reading, *Educational Leadership*, 70, 36-41 Retrieved from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx>

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Foundation of New York).

Hochman J.C., Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. *American Educator*. Summer 2017. Retrieved from <https://www.aft.org/ae/summer2017/hochman-wexler>

Moats, L.C. (1999). *Teaching reading is rocket science: what expert teachers of reading should know and be able to do*. Washington, DC :American Federation of Teachers.

Rupley, W.H., William, D.N., Mraz, M., William H. & Blair, T.R. (2012). Building conceptual understanding through vocabulary instruction. *Reading Horizons*, 51, 299-320.

Wright, T.S., Neuman, S.B. (2015).The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy* pp. 29-32.

Web Resources:

Mississippi Department of Education MCCRS - Standards

<https://www.mdek12.org/OAE/college-and-career-readiness-standards>

Mississippi High Quality Instructional Materials

<https://msinstructionalmaterials.org/>

Supporting Students in Poverty with High Impact Instructional Strategies Toolkit

<https://compcenternetwork.org/resources/resource/7542/supporting-students-poverty-high-impact-instructional-strategies-toolkit>

The Writing Revolution Website and Resource Page

<https://www.thewritingrevolution.org/libraryinfo/>

Science Topics

<https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/social-studies-and-science-topics-list.pdf>

Glossary of English Language Arts Terms

<https://sedl.org/reading/framework/glossary.html>

Methods of Evaluation

Assignment	Description & Purpose	Points
Multiple Choice Quizzes	Week 1- Connecting Reading and Writing Week 2- Sentence and Sentence Expansion	25 each

Scaffold Writing Slide Deck	Students will select a fiction children's book and create a slide-deck about how the book could be used to teach and scaffold writing. Students will include a picture of the book, the syntax from the book, and describe how it can be used to teach a writing skill.	50
Exemplar Single and Multi-Paragraph Paper	Students will learn how to explicitly teach the steps for "how to write a single paragraph and multi-paragraph" using techniques from the Writing Revolution. Students will write an exemplar single and multi-paragraph paper about a famous Mississippian - Social Studies integration.	50
Integration Plan Language Standards Fiction Text	Students will create a lesson plan using L1 or L2 MSCCR Standards with a children's fiction book for the grade they are assigned. A book list will be provided and parts of speech will be suggested. Students will refer to MDE App for Standards to complete the assignment.	100
Writing Assessment	After exploring how to assess writing, students will create writing assignment for students including a rubric and directions.	50
Discussion Boards	Students will respond to a discussion prompt or video. They will make their own comment by Thursday of each week and will then comment on at least one other person's comments by Sunday.	15 each
High Quality Instructional Materials Assignment HQIM	Students will become familiar with Mississippi's HQIM website. Students will use rubrics provided to decide which materials are of high quality.	50

Building Vocabulary in the Content Areas	Students will choose a non-fiction book from the grade level they are assigned and will make a list of academic vocabulary words to teach with the book. The students will also describe the strategy they would use to teach the new vocabulary words.	50
Science-Themed Poetry Collection	<p>Students will choose a science theme and compile a list of published poems around that subject area. For example: If they choose weather, they will find as many poems about weather (making sure poems are appropriate for the grade level they are working with).</p> <p>Students will create a book of poems based on the theme. The poetry collection should include the poems and their authors. Illustrations can be added to enhance the book. However, credit for clip art must be included in a reference page. Students will share their collection at our last class meeting.</p>	100
Field Experiences	<p>This field experience provides students insight into the application of class objectives in a school setting by conducting a teacher interview, observing during a reading/writing block and reflecting in a 3-page paper. See appendix for directions.</p> <p>Submit Signed Time Sheet to Canvas and Host Teacher Submission to TK20</p>	20

Grading Scale

GRADING SCALE

A = 90%-100%

B = 80%-89%

C =70%-79%

University/Instructor Policies

ATTENDANCE: Students are expected to participate in class via online assignments. **Failure to submit weekly assignments on the due date will be counted as an absence.** The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of the classes are missed including online classes. Remember, there is no differentiation between excused and unexcused absences at the college level. It is the student's responsibility to provide documentation and notification of any university activity absences.

DISASTER PLAN STATEMENT

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university's course management system at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

ACADEMIC INTEGRITY

Having academic integrity means that all work for this class should be your original work created for this class, this trimester. William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean's office, and each campus dean's office.

Please refer to the Student Handbook pages 80-82 for information regarding academic integrity guidelines, forms of academic dishonesty, and penalties for instances of academic dishonesty. The Student Handbook can be found at the following link: <https://wmcarey.edu/assets/Publications/Translation/The-Translation-2018-2019.pdf>

PLAGIARISM

If you do not understand the concept of plagiarism you need to read the section on plagiarism in

the APA Manual on page 21. If you have any questions about plagiarism after reading this section, you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

AMERICANS WITH DISABILITIES ACT

In accordance with the Americans with Disabilities Act of 1990, William Carey University provides disability accommodations for students with identified and/or diagnosed disabilities. Students requesting accommodations should contact the Office of Disability Services or an appropriate campus/site representative to receive information on registering with the Office of Disability Services and providing appropriate documentation of their disability.

Office of Disability Services contacts:

Hattiesburg campus: Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

Tradition campus : Brandi Donohoe, (228) 702-1783, Tradition campus, A-132

Baton Rouge site: Hope Webb, (225) 953-7042, Suite 1010, 1st Floor

Online: Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

SEXUAL MISCONDUCT STATEMENT

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>

TOBACCO-FREE CAMPUS: William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

INCOMPLETES: All of the following criteria must be met for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met.
- 80% of the required work for the class must have been done.
- The student must be passing the class at the time the incomplete is granted.
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades.
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

NOTE: This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

Course Schedule

Week	Topic	Prep work this week BEFORE assignments	Project and Due Date
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Week
1

Connecting Reading and Writing - Mentor Texts

Students will be presented science-based research on the connection of reading and writing. Students will be introduced to the K-6 student as a “reader and writer.” They will explore how mentor texts (children’s literature) can strengthen K-6 students’ writing.

Class Meets Online
Wednesday
2/22/23
6:00 PM

-Review syllabus, course objectives, and expectations

Read pgs. 15-17 pgs. 22-33 and pgs 286-292 in Mentor Texts

Multiple Choice Quiz

Due: 2/26/23

Discussion Board

Due: 2/26/23

<p><u>Week</u> <u>2</u></p>	<p>Explicit Writing Instruction and Sentence Expansion</p> <p>Students will learn why it is important to explicitly teach writing instruction. They will learn the basics of a sentence as well as how to teach sentence expansion. Students will also learn about the different types of sentences and types of writing.</p> <p>Students will become aware of how they can give students something to write about (content) which will build their background knowledge.</p>	<p>Read pgs. 7-16 and 55- 68 - <u>Writing Revolution</u></p> <p>View Lesson Powerpoint</p>	<p>Multiple Choice Quiz</p> <p>Due: 3/5/23</p> <p>Discussion Board</p> <p>Due: 3/5/23</p>
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<p><u>Week</u> <u>3</u></p>	<p>Organizational Scaffolds in Children's Literature</p> <p>Students will be introduced to how imitating authors can provide K-6 students scaffolds which can help make writing more organized and interesting. Using the book, <u>The Important Book</u>, by Margaret Wise Brown, students will complete a shared writing activity that illustrates the bookend scaffold during class time with the professor as the facilitator. Students will explore various scaffolds that be given to k-6 students to help them be successful with their writing.</p>	<p>Read pgs. 150-165 - and pgs. 311- 319 <u>Mentor Texts –</u></p> <p>Class Meets Online Wednesday 3/8/23 6:00 PM</p>	<p>Scaffold Writing Slide Deck</p> <p>Due: 3/19/23</p> <p>Discussion Board</p> <p>Due 3/19/23</p>
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<p><u>Week</u> <u>4</u></p>	<p>High-Quality Instructional Materials (HQIM) Students will become familiar with Mississippi's HQIM website. Students will journal about why it is important to provide high quality materials in their classroom.</p> <p>MDE- Webinar</p> <p>Materials: What are High Quality Instructional Materials? Characteristics of HQIM.</p>	<p>Explore MDE Instructional Materials Matter website</p> <p>Vocabulary: MDE Materials Matter Definitions</p> <p>View MDE WEBINAR</p>	<p>HQIM Reflection Assignment</p> <p>DUE: 3/26/23</p> <p>Discussion Board</p> <p>3/26/23</p>
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Week
5

Author's Syntax and Usage of Grammar and Mechanics Students will learn how to teach grammar and mechanics by using children's literature. A variety of text will be explored, and students will choose one part of speech to write a lesson using a children's book to teach that part of speech.

Read pgs. 252-281 and 333-341 [Mentor Texts](#)

View Lesson Power Point

Suggest booklist for Integrated Plan -

Dorfman, L. & Cappelli, R. (2017). *Mentor Texts – 2nd Edition Teaching Writing Through Children's Literature*, Stenhouse Publishers, Portland, Maine pgs. 333-341.

**Class Meets – Wednesday
3/29/23 at 6PM ONLINE**

Integrated Plan

Language Standards and Fiction Text

Due 4/2/23

<p><u>Week</u> <u>6</u></p>	<p>Single and MultiParagraphs & Social Studies</p> <p>Students will learn how to explicitly teach single and multi-paragraph writing using the Hochman method. Students will use the Hochman method to create an exemplar Social Studies writing sample. Students will also learn about how this activity can lend itself to a wax museum where K-6 students can research and write about a famous person.</p> <p>Students will visit and explore Mississippi's High Quality Instructional Materials website.</p>	<p>Read pgs. 83-110 and 152-177 Writing Revolution</p> <p>Visit and Explore: https://msinstructional-materials.org/</p>	<p>Social Studies -Single and multi-paragraph</p> <p>Due: 4/9/23</p> <p>Discussion Board</p> <p>Due 4/9/23</p>
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<p><u>Week 7</u></p>	<p>How to Assess Students' Writing and Pacing Guides Students will learn about rubrics/checklists and grading writing. They will learn about writing workshops and the writing process.</p>	<p>Read pgs. 204- 233 <u>Mentor Texts</u></p> <p>CLASS MEETING – WEDNESDAY 4/12/23 at 6:00 PM</p>	<p>Create a writing assignment with directions, checklist/rubric and resources for students to write a multi-paragraph biographical essay.</p> <p>Due: 4/16/23</p> <p>Discussion Board</p> <p>Due: 4/16/23</p>
<p><u>Week 8</u></p>	<p>Building Vocabulary in the Content Areas Students will discuss academic vocabulary and ways to increase vocabulary especially in the content areas. Students will visit and explore the National Comprehensive Center's Supporting Students in Poverty with High Impact Instructional Strategies Toolkit.</p>	<p>Visit Reading Rockets - https://www.readingrockets.org/article/teaching-vocabulary</p> <p><u>View PowerPoint Lesson</u></p> <p>Visit and Explore: https://compcenternet-work.org/resources/resource/7542/supporting-students-poverty-high-impact-instructional-strategies-toolkit</p>	<p>Building Vocabulary Assignment</p> <p>Due: 4/23/23</p> <p>Discussion Board</p> <p>Due 4/23/23</p>

Week 9	Poetry and Non-Fiction Text & Science Students will learn about the various types of poetry and will be asked to go on a poetry expedition.	Read pgs. 178- 215 and pgs 319-323 <u>Mentor Texts</u> Possible Science Themes Visit : https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/social-studies-and-science-topics-list.pdf	Discussion Board Due: 4/30/23 Due: 4/30/23
<u>Week 10</u>	All outstanding assignments should be submitted by 5/3/23.		Final Discussion Board Due: 5/3/23

William Carey University School of Education Assessment System Foundation

The School of Education's Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education's Conceptual Framework (CF) and Outcomes, School of Education's Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC). All course objectives and key assessments are aligned to these five missions and their outcomes.

Mission	Outcome
William Carey University Expanded Statement of Mission	WCU 1- Provide academic programs to promote student learning. WCU 2- Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5- Strengthen organization and operational effectiveness. WCU 6- Strengthen financial resources.
School of Education Conceptual Framework and Outcomes	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
School of Education Goals	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
National Organizations/standards International Literacy Standards	1- Foundational Knowledge 2- Curriculum and Instruction 3- Assessment and Evaluation 4- Diversity and Equity 5- Learners and the Literacy Environment 6- Professional Learning and Leadership 7- Practicum/Clinical Experiences

Professional dispositions	<p>All WCU candidates will do the following:</p> <ol style="list-style-type: none"> 1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure. 2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. 3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. 4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. 5. Accept constructive criticism in a positive manner. 6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. 7. Maintain a professional relationship with all students both inside and outside professional settings.
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Appendix
William Carey University - APA Ledger Comments

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
S1	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
F1	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
G1	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i>), so use a plural verb i.e. The data indicate....
G2	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.

G3	Who, Whom, Which, & That	<p><i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of that for restrictive clauses (essential to the meaning of the sentence) and which for nonrestrictive clauses (merely adding further information and set off with commas) will help make your writing clear and precise.</p>
G4	Prepositions	Never conclude a sentence with a preposition.
G5	Proper Nouns	<p>Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School</p>
G6	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
G7	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
G8	Sentence Structure	Sentence fragment
G9	Sentence Structure	Run-on sentence
G10	First Person	<p>When writing in APA Style, you rarely use the first person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ...").</p> <p>First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.</p>

G11	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title).
G11	Titles (continued)	<u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> . Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.
Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.

P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership</i> , 41, 213-214
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indentation	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Assignment: Field Experience

The field experience is composed of a brief teacher interview and classroom observation of reading/writing/science/social studies instruction. This experience is most beneficial when the interview and observation occur within a classroom at the student's licensure area. Students will complete an observation form (connected to Archer's explicit instruction principles) and write a brief reflection on the experience.

Teacher Interview Questions

*(The questions below are suggestions.
Please feel free to create your own or ask questions
beyond those listed below.)*

Please tell me about your reading and writing instruction.

How do you integrate Science and Social Studies?

Do you explicitly teach students how to write?

What are some of your favorite books to share with students?

Do you teach with themes? If so, what themes do you have throughout the year?

How do you teach science or social studies vocabulary?

Do you grade student writing with a rubric?

Do you use poems to help teach about science or social studies content?

Be sure to thank you host teacher for the interview! 😊

Classroom Observation

This checklist is based on Anita Archer's elements of explicit instruction as described in
Explicit Instruction: Effective and Efficient Teaching (Archer, Hughes, 2011, pp. 2&3).

ASPECT	OBSERVED	NOT OBSERVED	NOTES
Focus instruction on critical content.			
Sequence skills logically			
Break down complex skills and strategies into smaller instructional units.			
Design organized and focused lessons.			
Begin lessons with a clear statement of the lesson's goals and your expectations.			
Provide a review of relevant information.			
Use clear and concise language.			
Require frequent responses.			
Provide immediate affirmative and corrective feedback.			
Deliver the lesson at a brisk pace.			

Additional Notes:

Based on Archer, A., Hughes, C., (2011) *Explicit instruction: Effective and efficient teaching*.
New York: The Guilford Press

Field Experience

Teacher Interview Questions (others can be added).

1. Basic information: What grade level? How long have they been teaching?
How do they prepare for their reading and writing instruction?
2. What curriculum & supplemental programs/materials are used?
3. What are the standards that are addressed in the lesson?
4. What is the purpose or goal of the lesson?
5. What other content areas are integrated into the lesson.
6. What are key things I should be watchful of when I observe?

Reflection Paper Outline

1. Basic information: Grade level, type of school (public, private), number of kids in the class (about half a page)
2. Description of the instructional time & instruction: How much time is spent in the literacy block? How is the time divided (how much time on the different components of reading and what does this instruction involve)? How were children grouped for instruction? What effective instructional practices did you observe? (1.5 - 2 pages)
3. Your reflection on the observation: What went well? What did students most enjoy? What things were most challenging for students? How might you have done things differently? (.5 – 1 page)