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Teaching Reading and Writing in the Elementary Grades 3-5

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Bagwell College of Education
Department of Elementary & Early Childhood Education

ECE 3330. SECTIONS 2 & 3
TEACHING READING AND WRITING IN THE ELEMENTARY GRADES 3-5
FALL 2023 SYLLABUS

FACULTY AND COURSE INFORMATION

INSTRUCTOR:

Dr. Debra Coffey, Associate Professor
Department of Elementary and Early Childhood Education

INSTRUCTOR CONTACT INFORMATION:

Office: KH 3021
Office Phone: 470.578.3387
Email: Please send email via D2L.
My KSU email address is dcoffey1@kennesaw.edu

CLASS LOCATION:

Online

CLASS MEETING TIMES:

Online Asynchronous Instruction

COURSE WEBSITE:

[Online \(D2L\)](#)

COURSE COMMUNICATIONS:

Please send email through D2L as my primary contact. Emails will receive a reply within two business days. Office hours will be online.

ELECTRONIC COMMUNICATIONS:

The University provides all KSU students with an “official” email account with the address “@students.kennesaw.edu.” As a result of federal laws protecting educational information and other

data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

STUDENT SAFETY STATEMENT:

In case of an emergency, please call the Kennesaw State University (KSU) police at 470.578.6666 or use the LiveSafe app. LiveSafe is a free app that is user-friendly and can be used to submit emergencies, safety issues, or general questions straight to KSU Police in real-time. The Office of Emergency Management (OEM) offers free training to faculty, staff, and students year-round. For more information, go to the [OEM website](#) or email the OEM at oem@kennesaw.edu. You can also follow OEM on Twitter ([@ksuoem](#)) and Facebook ([@kennesawstateOEM](#)) for up-to-date information on campus closures, delays, and other important information.

REQUIRED TEXTS AND TECHNOLOGY RESOURCES:

- Knight, J. (2013). *High-impact instruction: A framework for great teaching*. Corwin Publishing. ISBN-13: 978-1412981774, ISBN-10: 1412981778
- Opitz, M. F., & Ford, M. P. (2011). *Accessible assessment: How nine sensible techniques can power data-driven reading instruction*. Heinemann. ISBN-13: 978-0325030524
- A book for Literature Circles. Additional articles will be provided on D2L.

Anthology Portfolio (Chalk and Wire)

You will need to purchase a Chalk and Wire account for assignment submission. You may purchase Chalk and Wire at the KSU bookstore or online, <http://bookstore.kennesaw.edu/merchlist.aspx?id=268>. If you encounter difficulty with Chalk and Wire please email, chalkandwirehelp@kennesaw.edu

SMART Notebook:

You will need to prepare and present a lesson using interactive technology, e.g., Smartboard. Information on how to download SMART Notebook will be provided on D2L.

Technology and D2L:

You will need access to resources listed on D2L. Each week of class has a folder on D2L with information about the corresponding week in the folder title (e.g., Week 1, Week 2). The required readings and information for each week may be found in the folders. Some assignments will have folders on D2L corresponding assignment titles. It is your responsibility to access appropriate folders and complete assignments per the syllabus. If you encounter difficulty with technology, accessing course information or submitting assignments, please email service@kennesaw.edu.

ADDITIONAL RESOURCES - LITERATURE CIRCLE GROUPS:

You will be assigned to a literature group and will need to obtain one of the novels listed below. More information will be provided in class about this assignment.

- Please note, in addition to the bookstore, most of the *group literature novels* may be found through the Kennesaw public library. If the Kennesaw library branch does not have the book, you may be able to have it sent free of charge from another library branch to the Kennesaw branch.

You will choose **one** of the following novels with your group to read for a group activity as well as for individual comprehension lessons.

Sojourner Truth Ain't I a Woman?

Author: Patricia C. McKissack and Fredrick McKissack
ISBN: 0-590-44691-6
Grade level range: 3-7
Grade level: 4.9
Lexile® Measure: 960L
Developmental Reading Assessment (DRA): 50
Guided Reading: V

Number the Stars

Author: Lois Lowry
ISBN: 0-440-40327-8
Grade level range: 3-5
Grade level: 5.2
Lexile® Measure: 670L
DRA: 50
Guided Reading: U

Extra Credit

Author: Andrew Clements
ISBN: 13:978-1416949312
Grade level range: 3-7
Lexile® Measure: 830L
DRA: 50
Guided Reading: V

Esperanza Rising

Author: Pam Munoz Ryan
ISBN: 13:978-0439120425
Grade level range: 3-6
Grade level: 5.5
Lexile® Measure: 750L
DRA: 70
Guided Reading: V

Journey to Topaz

Author: Yoshiko Uchida
ISBN: 13:978-1890771911
Grade level range: 4-7
Lexile® Measure: 970L
DRA: 60

RECOMMENDED RESOURCES:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

3303: 3 Class Hours 0 Laboratory Hours 3 Credit Hours

Prerequisites: ECE 3320 and ECE 4408 ("C" or higher); Corequisite: ECE 3305

The relationship of reading, writing, speaking, and listening is studied in the context of the diverse elementary classroom, grades 3-5. Assessment, instruction, management, and differentiation of reading comprehension and writing composition are stressed as well as the incorporation of technology to support and extend literacy skills for all learners. This course has a required field experience.

COURSE STANDARDS AND COURSE OUTLINE

This course is part of the Educator Preparation Program (EPP) at Kennesaw State University that is guided by or accredited by the following organization and standards:

[Georgia Professional Standards Commission – Education Preparation Providers and Programs Rule](#)

[Georgia Professional Standards Commission – Program Area Rules](#)

[Georgia Professional Standards Commission – Ethics Standards](#)

[Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

[Candidate Assessment on Performance Standards \(CAPS\)](#)

ECE 3330 COURSE LEARNING OUTCOMES

The learning outcomes for this course are derived from PSC-Reading Endorsement Rules.

Learning Outcomes	SPA – NCTE/ILA	InTASC	PSC - ECE	PSC - Reading	TESOL	Course assignments, assessments, and activities that address outcomes
1. Demonstrate knowledge of and ability to communicate theory and research that inform literacy instruction in grades 3-5.	1, 6	1, 2	5.1, 5.2	1.1.2 1.1.3	n/a	*Field: Classroom Observation Log *Professional Reading Reflections & Discussions *Class Quizzes *Guided & Strategy Comprehension Lesson Plans & Presentations *Structured Analysis Mini-Lesson
2. Demonstrate knowledge of the characteristics of dyslexia and how dyslexia impacts children in grades 3-5.	2, 3, 5	1, 2	1.1, 3.1	1.i-iv	n/a	* Dyslexia module 2/quiz and activities * Reading reflections and class discussions
3. Create learning environments with a variety of grouping strategies, texts, learning materials, and technology that support differentiation of instruction and motivation to read and write.	5	1, 2, 3	4.1, 1.3	5.1.1 5.1.2 5.2.1-3 5.3.1-2	n/a	*Field: Student Profiles * Professional Reading Reflections & Discussions *Guided & Strategy Comprehension Lesson Plans & Presentations
4. Demonstrate effective application of appropriate	2, 5	1, 2, 3	4.2, 5.3 7.1-7.4	2.2.4 2.3.1-3	2a,f,g	* Field: Lesson Plans (technology integrated)

technology, children’s literature, and multiple literacies to plan, implement, and assess reading and writing for grades 3-5.				4.2.2-4 4.3.1 6.2.2 6.2.4		*Weebly *Literature Circles
5. Demonstrate the ability to implement and interpret evidence-based reading assessment strategies to provide individualized and differentiated reading instruction and to communicate this information to stakeholders.	1, 2, 3, 4	6	3.1, 3.2, 3.3, 3.4, 4.4 7.1-7.4	1.2.1 2.2.3 3.1.1 3.2.1 3.2.3 3.2.4 3.3.1 3.3.2 3.3.3 3.3.4 3.4.2	n/a	*Field: Student Profile *Field: Guided and Comprehension Lesson Plans *Literature Circles
6. Plan for differentiated learning that accommodates varying stages of language development, abilities, achievement, and interests and builds on/integrates personal/cultural/community assets.	4	1, 2, 3, 4, 6, 7, 8	2.1, 4.3	2.2.2 5.4.1 5.4.2 5.4.3	2e 2c	* Professional Reading Reflections & Discussions *Guided & Strategy Comprehension Lesson Plans & Presentations *Composition Segment Lesson Plans
7. Plan for differentiated advanced word study instruction (e.g., morphemic and	1, 2, 3	1, 2, 7, 8	3.1, 5.3, 8.1	1.1.2 1.2.2 2.1.1 2.2.2	n/a	*Field: Structured Analysis Mini-Lesson *Practice Assignments

orthographic analysis, syllabication patterns) that promotes decoding and encoding of multi-syllabic words, and communicate individualized student instruction to stakeholders (e.g., colleagues and families).				2.2.1 2.2.2 2.2.3		
8. Plan, demonstrate teaching with, and assess learning activities that increase and reinforce reading comprehension strategies and vocabulary consistent with the Georgia Standards of Excellence for the English Language Arts.	2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8	3.1, 5.3, 8.1 7.1-7.4	2.2.3	n/a	*Guided & Strategy Comprehension Lesson Plans & Presentations * Mentor Text Composition Lessons *Smart Board Vocabulary & Fluency Lesson *Composition Segment Lesson Plans
9. Plan, demonstrate teaching with, and assess learning activities that foster writing development (e.g., organization, ideas, word choice/voice, sentence fluency, and conventions) consistent with the Georgia Standards of Excellence for the English Language Arts through a process writing approach.	2	1, 2, 3, 4, 5, 6, 7, 8	3.1, 5.3, 8.1 7.1-7.4	2.1.1 2.1.2 2.1.3 2.1.4 2.2.1	n/a	*Field: Writing Lesson Plans

GENERAL COURSE EXPECTATIONS & REQUIREMENTS

Please Note: Additional discussion board assignments will be completed in modules and are not listed below. Completion of these assignments will be required and graded as part of your professionalism and participation.

1. Professionalism/Participation: Be sure to complete assignments efficiently in this online course.

**** Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. ****

2. Professional Reading Reflections (PRR)/Discussions: 11 @ 20 (220 points)

Reflection is essential for intellectual growth, learning is a social process, and writing is a tool for learning. When learners use writing to reflect upon reading experiences intentionally and systematically, they make connections to past readings, experiences, and field experiences. Candidates articulate their beliefs about teaching, learning, and curriculum. They make solid predictions about literacy and pose new questions; theorize from descriptions of exemplary practice; and imagine practices that reflect current theory.

Following the readings for the week, you will complete a **3-2-1** on the D2L discussion board. (*Post on Thursday and respond to colleagues by Saturday of each week.*) The format is **3** summarizing statements about the readings that were due by this week's class, **2** connections between what was read and either field work or class session discussion, **1** question you have about readings, etc.

For each reading, **you are responsible for having access to the text, either in print or electronically.** You will also complete a summary of the module for each week.

3. Dyslexia Module (30 points for Week 1 and 100 points for Week 2)

The purpose of this module is to provide Elementary Education teacher candidates with an overview of key components in preparing pre-service teachers to teach the Science of Reading. It is important to carefully watch the videos and do the activities on each page of the Dyslexia Module embedded in D2L. They contain important information about Science of Reading that will help to prepare you to participate in the field experience and teach your future students.

In this Module:

Week 1

- Watch a video highlighting key information about the Science of Reading.
- Complete the Drag and Drop activity assessing your initial understanding of the Science of Reading.
- Watch a video about reading development and dyslexia.
- Take a quiz assessing your initial understandings of reading development and dyslexia.

Week 2

- Watch a video with information about how to implement structured literacy in your classroom during the literacy block.
- Complete the structured literacy matching activity.
- Read the Dyslexia Informational Handbook.
- Complete a structured Dyslexia informational Handbook Hunt.

4. Reading Comprehension Strategy Assignments

Part A: Literature Circle Reflections 3 @ 25 (75points)

In this assignment, you will learn through experience with applying comprehension strategies and small group discussions of a children's novel that is multicultural or related to an educational concern, such as a student with a learning difference. You will read a multicultural children's novel as a part of a literature circle. You will be required to write a reading reflection and participate in group novel discussions over three class sessions. Along with group members, you will determine a schedule of chapters to be read and each team members' literature circle role. Each person will complete and share a literature circle task and discuss responses to other's work in a small group. The tasks are based around the comprehension strategies learned about in class and through the readings, and each participant will potentially have the opportunity to do each task at least once. After you complete these weekly reflections, you will also complete a general reflection, describing what you learned from the Literature Circle Project. The group captain will post a link for a Zoom or Teams session for your discussion on the Literature Circle Sign-up Sheet from Week 1.

Literature-reading reflections roles and explanations are detailed on D2L in the *Literature Circle Folder*. This is an overview of the task roles:

- a. Discussion Director:** In this role, you develop a list of questions (at least 10) that your group might want to discuss about the readings.
- b. Passage Master:** In this role, you locate three to five special sections of the reading the group should discuss.
- c. Connector and illustrator:** In this role, make connections between the material read and your own life. In addition, you need to create or share copyright-free images of some kind of abstract/symbolic visual or musical art related to the reading.
- d. Reporter:** In this role, you identify and report on the key components of the novel encountered in the reading selection. For example, make a list or write a summary that describes how the writer develops the setting, plot, and characters in the selection.
- e. Diction Detective:** In this role, you are to examine the author's diction (word choice) in the reading selection. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing.

Literature Circle Reflections (100 points)

Describe what you learned from the literature circles project. What have you learned about yourself as a teacher? Would you use literature circles in your classroom? If so, how would you design the collaborative process?

Part B: Group Mini-Lesson (60 points)

Literature Circle group members will write a comprehension lesson. In the lesson narrative, include theory or research that supports the use of the chosen comprehension instructional strategy.

You will present the lessons to the class in an abridged version that focuses on the teaching and modeling of the strategies in a gradual release format and engages your classmates in practicing the strategies. You are responsible for obtaining and including materials for each class member for the lesson. The class lesson presentations should be designed to last approximately 30 minutes. More details about this assignment will be provided in the assignment dropbox.

Part C: Group Building Background Knowledge Project and Presentation: 110 Total Points

After reading the literature novel, your group will create a project as a means to introduce the novel to elementary students. Your group will present the project to the class. More information will be shared on D2L.

5. Case Study - SIGNATURE ASSIGNMENT: (Grading Rubrics and Forms are located in D2L)

Please note that detailed instructions and corresponding templates for each section of the Signature Assignment are on D2L in the Field Experience folder.

Signature Fieldwork Assignment (Total of 260 points):

There are 20 field hours required for this course. As the teacher candidate, you will work with a collaborating teacher to identify a student that could benefit from one-on-one instruction in literacy. You will need to obtain permission from the parents/guardians before working with the student. This assignment will be completed throughout the semester, with due dates outlined in the course calendar. Please note that you are required to submit this entire assignment to Anthology Portfolio (Chalk and Wire) as well as D2L. You will find templates and more information about these assignments in the corresponding Assignment Dropbox.

Part 1: Fieldwork and Fieldwork Log (10 points)

For detailed instructions and the rubric, please see the **Field Experience** folder located on D2L. You will need to meet with your collaborating teacher (CT) and review the *Collaborating Teacher Letter* and complete the *Teacher Candidate Contact Information and Contract* (on D2L). You and your CT will decide on a consistent day of the week and time for your required fieldwork. Keep the fieldwork log

updated with the date, times of your fieldwork, the initials of your CT, and what you did while there. You will turn in your completed assignment to D2L and Chalk and Wire.

You will submit your permission form with your field log on D2L and Anthology Portfolio (Chalk and Wire).

Part 2: Pre-Assessments and Analysis/Student Profile and Objectives (70 points total)

For detailed instructions and rubric, please see the **Field Experience** folder located on D2L.

You will administer and score the following assessments:

1. Reading Inventory
 - a. Reading Fluency (see D2L in Assessments Folder for Fluency (prosody) Rubric)
 - b. Reading Comprehension
2. Elementary Spelling Inventory (see D2L in Assessments Folder)
3. Student Writing Sample (Using Six Point Writing Guide located in Assessment Folder on D2L).
4. Reading Interest Inventory
5. Reading Attitude Survey

Complete the analysis chart in relation to each of the assessments, giving specific examples of strengths and weaknesses revealed in each. Determine patterns in your student's weaknesses, according to the assessment data. Write three instructional objectives for the semester on which you will focus your lesson plans.

In addition to the chart, you will write up a report based on the pre-assessments that you have administered. You will describe the student's strengths as well as areas of weakness. You will need to support any claims with data gathered from the assessments. Your report should include the following headings:

- Assessment Results - You will need to discuss each assessment, giving scores and observations. Avoid evaluative statements such as "he is a good reader" or "she did well on this assessment."
- Overall Strengths
- Overall Weaknesses
- Instructional Objectives. You will need to discuss 3 overall literacy objectives, 1 foundational skills objective (vocabulary, fluency, or spelling), 1 reading comprehension objective, and 1 writing objective. Your lessons will be based on these objectives. **You will need to cite and discuss research/theoretical supports of the instructional objectives (next steps) and instructional approaches for your student.**

Part 3: Lesson Plans and Reflections (2 lessons and 1 mini-lesson@60=180)

For detailed instructions and rubric, please see the **Field Experience** folder located on D2L.

For this assignment, you will write two lesson plans, and one mini-lesson plan based on the instructional objectives you identified in Part 2. You will use the lesson plan template provided below to complete the two lesson plans (one comprehension and one writing). You will write a mini-lesson focused on vocabulary, fluency, or spelling using the template provided by your instructor.

Lessons will be based on the three instructional objectives you presented in the Student Profile and Goals.

- Lessons will be guided reading lessons with a focus on **high quality literature** to teach comprehension, fluency, and writing.
- All lessons must include interactive technology and have a vocabulary and fluency focus within the lesson.
- You should plan **two instructional lessons and one mini-lesson** for your student. Some lessons may require more than one session to complete. It may also be possible to teach two lessons in one session. Lessons should build upon one another, and the comprehension lesson should have a companion composition (writing) lesson. Therefore, plan your lessons accordingly.

You will teach then reflect on each lesson, including the success and progress of the tutoring student as well as your own progress as a teacher. Suggested changes for the student as well as yourself should be included in your reflections.

***Note:** All written work should reflect careful organization of material and the high standards of investigation associated with university-level studies. **This includes ideas, organization, style, grammar, spelling, punctuation, and mechanics of writing.** All assignments must be researched and written by the student whose name appears on the paper. Credit should be given for any material copied or quoted from other sources. Assignments should be word-processed and backed up, as a hard-drive “crash” or losing a flash drive is not an excuse for late or poorly prepared assignments. All work should be submitted via D2L unless otherwise specified.

Course Points:

Assignment	Points
Professional Reading Reflections (10)	240
Dyslexia Module (Week 1 and 2)	130
Literature Circle Reflections	175
Field Experience Case Study	285
Group Presentation	170
TOTAL POSSIBLE	1000

Evaluation & Grading Scale

Grades will be assigned based on the total points earned. The course grades will be valued as follows based on the total number of points possible:

90-100%= A

80-89%=B

70-79%=C

60-69 %= D

Below 60% = F

OTHER REQUIREMENTS:

AT LEAST 20 HOURS OF FIELD EXPERIENCE IS REQUIRED. FAILURE TO COMPLETE THE HOURS AND DEMONSTRATE PROFESSIONAL BEHAVIOR THROUGHOUT THE TUTORIAL FIELD EXPERIENCE WILL LEAD TO A FAILING GRADE FOR THE COURSE.

All written work should reflect careful organization of material and the high standards of investigation associated with university level studies. **All work is submitted digitally, using Microsoft Word or its equivalent, and saved as either .doc or .docx files.** You may also submit **PowerPoint files** for certain assignments. **Please do not submit PDFs, as it is difficult to provide thorough feedback on these documents.** All formal written work should be submitted following APA (7th ed.) guidelines. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

COURSE OUTLINE:

Day	Topic	Readings	Assignments
Week 1 8/14	Syllabus/Introduction Introduction to Teaching Reading in Grades 3-5 Becoming an Effective Literacy Teacher	Read Ch. 1 <i>High-Impact Instruction</i> Week 1 of Dyslexia Module	Introduction Reflective Discussion #1 Complete activities and quizzes in Week 1 Dyslexia Module.
Week 2 8/21	Syllabus/Introduction Discuss Week 1 of Dyslexia Module The Critical Components of Effective Reading Instruction Discuss Lit Circle Books	Read Ch. 2 <i>High-Impact Instruction</i> Week 2 of Dyslexia Module	Discussion #2 First Day in the Field 8/21
Week 3 8/28	Discuss Week 2 of Dyslexia Module Oral Language and Listening Skill Development in Early Childhood	<i>High-Impact Instruction</i> Ch. 3	Discussion #3 Complete activities and quizzes from Week 2 of the Dyslexia Module. Due 8/28

	Introduction to Reading Comprehension Running Records Review Review and Practice Assessment Analysis Assignment		
Week 4 9/05	Choosing Texts and Materials for Teaching Comprehension Teaching Advanced Word Study with Decodable Books	<i>High-Impact Instruction</i> Ch. 4	Discussion #4
Week 5 9/11	Monitoring Comprehension Common Core State Standards and Text Complexity Fluency Instruction Introduce and Practice Using Lesson Plan Template	<i>High-Impact Instruction</i> Ch. 5	Discussion #5 *Begin working on Writing Assessment Analysis and Student Profile Objectives Assignments
Week 6 9/18	Start Literature Circles with Culturally Responsive Novels Activating and Building Background Knowledge Vocabulary Academic Language Instruction and Supports	<i>High-Impact Instruction</i> Ch. 6	Discussion #6 *Have first 1/3 of novel read and first literature circle role done. CEPP Paperwork (Signed CT Letter & Signed Parent Permission Form for the Field Experience) Due 9/18
Week 7 9/25	Questioning Technology Integration	<i>High-Impact Instruction</i> Ch. 7	Discussion #7 *Have second 1/3 of novel read and second literature circle role done.
Week 8 10/02	Visualizing and Inferring Think-Aloud Summarizing and Synthesizing	<i>High-Impact Instruction</i> Ch. 8	Discussion #8 Have third 1/3 of novel read and third literature circle role done. *Begin working on Mini-Lesson (Use the EATS template)

			*Begin working on Comprehension Lesson
Week 9 10/09	Work-Session (Groups work on Comprehension Lesson Plan)	<i>High-Impact Instruction</i> Ch. 9	Discussion #9 Pre-Assessments and Analysis/Student Profile and Objectives Due 10/13 (Case Study Part 2) *Continue Working on Comprehension Lesson * Begin Working on Writing Lesson Last Day to withdraw without academic penalty – 10/10
Week 10 10/16	Classroom Environment for Reading and Writing, Writing Workshop for Grades 3-5	<i>High-Impact Instruction</i> Ch. 10	Discussion #10 Mini-Lesson Plan Due 10/20 *Continue Working on Comprehension Lesson and Writing Lesson
Week 11 10/23	Generating Ideas from Mentor Texts	<i>High-Impact Instruction</i> Ch. 11	Discussion #11 Comprehension Lesson Plan Due 10/27 (Case Study Part 3)
Week 12 10/30	Structures of Writing In-Class Work-Session (Groups begin working on Story Elements Based on Lit Circle Novel)	<i>High-Impact Instruction</i> Ch. 12	Composition Lesson Plan Due 11/3
Week 13 11/06	Teaching Voice and Word Choice with Mentor Text Presentation	<i>High-Impact Instruction</i> Ch. 13	EECE Lesson Plans 2 & 3 due in the Assignment Dropbox 11/10
Week 14 11/13	Teaching Sentence Fluency and Conventions with Mentor Text Conferring and Communicating Presentation	<i>High-Impact Instruction</i> Ch. 14	Field Log Is Due 11/17 (Case Study Part 1) Complete Case Study due on Anthology Portfolio (Chalk and Wire) 11/17

			Literature Circle Reflection Due 11/28 Last Day in Field 11/17
Week 15 11/27	Presentation	<i>High-Impact Instruction</i> Ch. 15	Group Mini-Lesson Presentation Due 11/28
12/4			Last Day of Class
Finals Week			

DISCLAIMER:

The syllabus is subject to change as the need arises. The changes will be clearly communicated to students.

COURSE POLICIES

Refer to course rubrics for further descriptions of grading for each assignment. Guidelines, focus questions, and other resources will be provided, but the rubric is the primary reference for grading.

ATTENDANCE POLICY:

Be sure to complete assignments efficiently in this online course.

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

MAKE-UP AND LATE WORK POLICY:

All assignments must be uploaded to the D2L Assignment Dropbox by 11:59pm on the date due. When assignments are turned in after this date/time, points will be deducted for each day late (including weekends). Label assignment files in this way: First Name_Last Name_Assignment Title_3330.

QUIZ/EXAM POLICY:

There are no summative quizzes or exams in this course.

COURSE TECHNOLOGY:

Students should possess basic computer (literacy) skills and must have access to both a laptop/desktop and the Internet. University Information Technology Services (UITS) provides students, faculty, and staff with the technology support, training, and services necessary for academic collaboration, research, and innovation. Students can receive technical support from UITS by calling 470.578.3555 or emailing studenthelpdesk@kennesaw.edu. Additionally, students in need of technical support can submit an online [Service Request Form](#). For more information, go to the [UITS website](#).

This course will require students to use several educational technologies, including technologies that exist outside of the learning management system. Below is a list of common educational technologies, as well as links to the accessibility & privacy statements for these technologies:

- Adobe (Acrobat Reader) [[Accessibility](#) | [Privacy](#)]
- Anthology Portfolio (Chalk & Wire) [[Accessibility](#) | [Privacy](#)]
- Desire2Learn (D2L) [[Accessibility](#) | [Privacy](#)]
- Google & YouTube [[Accessibility](#) | [Privacy](#)]
- Microsoft (Office Suite Products) [[Accessibility](#) | [Privacy](#)]
- VoiceThread [[Accessibility](#) | [Privacy](#)]

Prior to logging in to D2L, each student should perform a browser check using [USG's BrightSpace Browser Checker](#) to determine if the browser being used is compatible with D2L.

FEEDBACK/REPLIES IN A TIMELY MANNER:

Emails and phone calls will be returned within 48 hours, except on weekends. With small assignments, feedback and grades will be made available to students within 14 days of submission, not including weekends. For more substantial assignments, students may expect their grades within three weeks. You will find important **Notes and Tips for Success in ECE 3330** in a file in the folder for the Syllabus and Resources as well as a discussion board in the introductory section titled in the same way.

COURSE WITHDRAWAL:

The Drop/Add period ends **on August 14th at 11:45p.m.** The last day to withdraw without academic penalty is **October 10, 2023.**

ACADEMIC INTEGRITY:

Every KSU student is responsible for upholding all provisions of the [KSU Student Code of Conduct](#), as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

The Bagwell College of Education Syllabus Statement on Diversity, Equity, and Advocacy

The Bagwell College of Education is committed to preparing teachers, teacher leaders, administrators, and other academic professionals to succeed in diverse B-12 educational contexts. This work necessarily includes engaging with people who represent a broad spectrum of race, ethnicity, sex, gender, gender identity and expression, sexual orientation, (dis)ability, age, language, socioeconomic status, religion, and national origin, to name a few. We are diverse, and we view our students, faculty, staff, and partners' diversity and intersectionality as one of our core strengths.

Historically, many groups have been marginalized and discriminated against because those in power have created and maintained structures used to oppress and limit opportunities. Understanding this history and its impact on schools and schooling is critical to our students' roles as educators, administrators, or academic professionals in educational contexts. We recognize that learning about diversity, equity, and justice is not easy and therefore requires an intentional approach in coursework, field placements, and supplemental experiences. Therefore, our students read, discuss, and explore challenging topics during their tenure in the Bagwell College of Education that build cultural competence and challenge implicit biases. In some cases, these instructional activities cause students to question their assumptions, worldviews, and beliefs. In other cases, these instructional activities validate students' experiences. While we encourage open dialogue and value everyone's unique perspectives in the Bagwell College of Education, we do not allow intolerance, microaggressions, or macroaggressions of any kind. We intend that students find this course, and every course in the Bagwell College of

Education, to be a place where a diverse spectrum of backgrounds and talents are valued and respected. We are excited to partner with all of our students as we work to build a cadre of professionals that are committed to equity, justice, and transformation as outlined in our college's aspirational identity.

The Bagwell College of Education has developed and is implementing a diversity plan that addresses specific elements of diversity, equity, and advocacy to rehumanize our college and make it a more equitable space. You can read the plan on our website: <https://bcoediversity.kennesaw.edu/>

To report an incident of discrimination, please use the following link:
<https://discrimination.kennesaw.edu/index.php>

The Bagwell College of Education Gender Pronouns Syllabus Statement

We in the Bagwell College of Education understand the importance of gender, gender identity, gender expression, and gender fluidity. Therefore, I will gladly honor your request to address you by your name and pronouns of choice (even if they differ from the school records). Please advise me of this early in the term so that I may make appropriate changes to my records. You may email me at dcoffey1@kennesaw.edu or call me at (470) 578-3387 to discuss your preferences, whichever is most comfortable to you! I want to ensure that you are able to be comfortable.

KSU REASONABLE ACCOMMODATIONS POLICY:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University's Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267 on the Kennesaw campus or Building A in Suite 160G on the Marietta campus. Please visit the [Student Disabilities Services website](#) for more information or call the office at 470-578-2666 (Kennesaw campus) or 470-578-9111 (Marietta campus).

Course Delivery

This course is fully online.

COVID-19 vaccines are a critical tool in "Protecting the Nest." If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community.

As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU's official [Covid-19 website](#).

<https://cia.kennesaw.edu/instructional-resources/syllabus-policy.php>

Web Cameras

Instructors may require web cameras in their respective courses, depending on the mode of delivery.

KSU MILITARY WITHDRAWALS POLICY

A student will receive a "WM" symbol for all courses and a full refund of tuition and mandatory fees and a pro rata refund of other fees for military and other service, as defined by BOR Policy Manual, Section 7.3.5.3. To request a military withdrawal, the student must submit a copy of official orders to the Office of the Registrar.

COPYRIGHT LAW

It is the responsibility of KSU faculty and students to respect the rights of copyright holders and comply with copyright law. The University System of Georgia recognizes that the exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law, including the right to make a fair use of copyrighted materials and the right to perform or display works in the course of face-to-face teaching activities.

The University System of Georgia facilitates compliance with copyright law and, where appropriate, the exercise in good faith of full fair use rights by faculty and staff in teaching, research, and service activities. The University System of Georgia ensure compliance with copyright law in the following ways.

- A. The USG informs and educates students, faculty, and staff about copyright law, including the limited exclusive rights of copyright holders as set forth in 17 U.S.C. § 106, the application of the four fair use factors in 17 U.S.C. § 107, and other copyright exceptions.
- B. The USG develops and makes available tools and resources for faculty and staff to assist in determining copyright status and ownership and determining whether use of a work in a specific situation would be a fair use and, therefore, not an infringement under copyright law.
- C. The USG facilitates use of materials currently licensed by the University System of Georgia and provides information on licensing of third-party materials by the University System; and
- D. The USG identifies individuals at the University System and member institutions who can counsel faculty and staff regarding application of copyright law.

PROTECTING STUDENTS' PRIVACY (FERPA)

Students have certain rights to privacy. These rights are mandated by federal policy. Leaving their work in an unsecured area such as outside your office door (unless agreed upon with each student) means that the students' names and grades and possibly social security numbers are accessible to everyone. Additionally, research papers can be taken and used by other individuals. It is recommended that you permit students to retrieve their work from your office if you don't return it to them in class. Information should not be made public in any way in which a student's grades, social security number, or other personal information may be identified. Grade information may be shared with members of the KSU community who also have a legitimate educational interest in student success (e.g., academic advisors or members of the Behavioral Response Team). Faculty may be asked to provide early alert information if there is a concern that a student is at risk, academically or otherwise.

As a member of the Kennesaw State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. Whether on campus or online, I understand that it is not only my personal responsibility, but also a duty to the entire KSU community that I act in a manner consistent with the highest level of academic integrity. Therefore, I promise that as a member of the Kennesaw State University community, I will not participate in any form of academic misconduct.

The [Student Handbook](#) contains information regarding Rights Pertaining to Student Records, and FERPA specific details are available on the [Registrar's website](#).

Privacy in the Education Process. A key requirement of the formal evaluation process is the protection of individual privacy rights concerning educational grading. The University's online learning system and email system is designed to prevent unauthorized individuals from gaining access to sensitive information or information protected by federal or state law. Consequently, faculty and students are strongly encouraged to only communicate regarding course matters through the University's designated technology learning system.

KSU SEXUAL MISCONDUCT POLICY

In accordance with federal and state law including, Title IX of the Education Amendments of 1972 ("Title IX") and Title VII of the Civil Rights Act of 1964 (Title VII), the University System of Georgia (USG), including Kennesaw State University, prohibits discrimination on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring the highest ethical conduct of the members of its community by promoting a safe learning and working environment. To that end, Kennesaw State University follows USG Board of Regents Policy Manual, Section 6.7. See <https://equity.kennesaw.edu/titleix/title-ix.php>.

KSU COURSE WITHDRAWAL POLICY

Students who withdraw from courses before the withdrawal deadline, as specified by the academic calendar will receive a grade of W. A student who officially withdraws from a course by the end of the last day to withdraw without academic penalty will receive a grade of “W” and receive no credit.

A student who officially withdraws from a course after the last day to withdraw without academic penalty and before the last week of classes during the semester will receive a grade of “WF,” which will be counted as an “F” in the grade point average calculation.

Students may drop one, some, or all of their classes during the drop/add period. Courses dropped in this manner do not appear on a student’s transcript and are not considered as hours attempted for financial aid purposes. No grade is assigned for such courses. However, a student who wishes to withdraw from a course after the last day of the drop period for a term must withdraw through Owl Express. Students with an active registration hold on their record must clear that hold before being able to withdraw from their coursework.

If a student experiences significant personal hardship (e.g., medical or family emergency, prolonged illness), the Dean of Students can approve a hardship withdrawal from all courses in the term for which the student is currently registered. In the case of an approved hardship withdrawal from all courses, the Registrar will assign grades of “W” for those classes. The deadline for final approval of a hardship withdrawal by the Dean of Students is the last day of class for which the hardship withdrawal is sought. If the hardship withdrawal process is not complete by the last day of class for which the hardship withdrawal is sought, a student must appeal for a retroactive hardship withdrawal from the Academic Appeals Committee.

Appeals for retroactive hardship withdrawals must be directed to the Academic Standing Committee. Retroactive hardship withdrawals are rarely granted if it has been more than one year since the last day of class for which the withdrawal is sought. Extraordinary justification must be shown. In the case of approved retroactive hardship withdrawals, the Registrar will assign a grade of “W.”

If a student is suspended by the Office of Student Conduct following a violation of the University’s Code of Conduct not related to academic dishonesty, the Office of Student Conduct may facilitate a University-initiated withdrawal from courses for which a student is registered for the term. The Registrar will assign grades of “W” for those classes.

A student will receive a refund only when the student withdraws from ALL courses for the applicable semester and only by the schedule outlined in the University refund policy.

Students should be aware that a reduction in their hours might result in the loss of full-time student status and thus affect their financial aid, scholarships, athletic and ticket eligibility, University housing accommodations, use of University resources and access to University facilities, immigration status for international students, and Veterans Educational Benefits. Students should contact the appropriate office and their academic advisor with questions about the impact of their withdrawal from a course before initiating a withdrawal. Veterans and dependents of veterans who receive educational benefits

must notify the Veterans Education Benefits Area in the Office of the Registrar of any course load reductions.

INCLEMENT WEATHER POLICY

During the course of the year, Kennesaw State University may decide to close campus or operate on a delayed schedule in cases of inclement weather.

The University will announce campus closures and delayed schedules in several ways. The cell phone number on file with the university will automatically receive KSU Alerts, so make sure your information in OwlExpress is accurate at all times. An email will also be sent to your university account.

In addition, announcements will be made by a notice on the [Kennesaw State University home page](#).

FEDERAL, BOR, & KSU POLICY STATEMENTS:

The following Federal, BOR, and KSU Policy Statements are located on the [Academic Affairs website](#). Additionally, should students need additional resources regarding syllabus policies and statements, students may visit the [KSU Student Resources for Course Syllabus website](#), which is maintained by the Office of the Provost. Students are solely responsible for knowing the information outlined in the Federal, BOR, and KSU Student Policies, including:

1. KSU Academic Integrity Statement
2. KSU Disruption of Campus Life Policy
3. KSU Web Accessibility Policy Statement
4. KSU Reasonable Accommodations Policy
5. KSU Enrollment Management/Course Attendance Policy
6. KSU Military Withdrawals Policy
7. Copyright Law
8. Protecting Students' Privacy (FERPA)
9. KSU Sexual Misconduct Policy
10. KSU Course Withdrawal Policy
11. KSU Graduate Course Auditing Policy (Graduate Courses Only)
12. Academic Feedback
13. Netiquette: Communication Courtesy
14. Inclement Weather Policy

EDUCATOR PREPARATION PROGRAMS POLICIES ADDENDUM

ANTHOLOGY PORTFOLIO (CHALK & WIRE):

Chalk & Wire is an online program that allows users to create electronic portfolios. These portfolios can contain a wide variety of information and media, which can then be assessed by other users. All candidates admitted to teacher education will be required to purchase and use Chalk & Wire throughout their program.

Your professors will provide an overview of how Anthology Portfolio (Chalk & Wire) will be used in your program, as well as offer initial training on how to use the Anthology Portfolio (Chalk & Wire) system within your courses. You are encouraged NOT to purchase an Anthology Portfolio (Chalk & Wire) account until you are specifically asked to do so within a course. Be sure your account is current at least a month before the end of the semester.

If you have any problems, visit [Bagwell College of Education's Chalk & Wire website](#) or send a detailed description of your issue to chalkandwirehelp@kennesaw.edu.

PETITION TO GRADUATE:

Undergraduate students should submit a formal petition for the degree through the online petition process no later than the published deadline and pay the graduation fee. Failure to do so may delay graduation. Candidates must meet both KSU requirements for the degree, as well as Teacher Education Requirements. For more information on petitioning and KSU requirements, see the [KSU's Office of the Registrar's Graduation website](#). For details regarding Teacher Education requirements, see the "Teacher Education Policies" section of this syllabus.

TEACHER EDUCATION POLICIES:

All Teacher Education candidates are responsible for reading and abiding by the Educator Preparation Program Teacher Education Policies of the Bagwell College of Education, including:

- [Admission to Teacher Education](#)
- [Pre-Service Certificate Requirement](#)
- [Field and Clinical Experiences](#)
- [Retention in Teacher Education](#)
- [Appeals of Admission & Retention Decisions](#)
- [Program Completion & Graduation](#)
- [Teacher Certification](#)

UNDERGRADUATE CATALOG:

All undergraduate students should keep apprised of all graduation requirements for the degree they are pursuing. Students have the responsibility to read the KSU Undergraduate Catalog and know the policies governing their programs. See the [Undergraduate Catalog](#) for current and archived catalogs.

We partner with approximately 14 districts. To access calendars for the districts, please visit their websites to print out the academic calendars.