I. Course Description of the Course:

MLED 460 - Middle Level Reading Methods - Emphasis on special reading needs at the junior high/middle levels grades. Focus on developing comprehension skills.

II. Rationale:

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. This course is to provide the pre-service teacher with the background necessary to work with the middle level students. It is important for the pre-service teacher to develop a working knowledge of reading and writing workshops with the appropriate literature and strategies. They will learn about evaluation procedures, classroom management, and technology appropriate for the middle school.
III. Textbooks, Report, and Adolescent Trade Book


A middle level (adolescent) trade book of your choice. This trade book will be used for assignments (book review, mini-lesson, and lesson plan) in this course. Be prepared to write a one-paragraph rationale in the book review explaining why you chose this book and the appropriate grade level for your choice. Consider the literary quality of the book in terms of characters, setting, theme, plot and use of language. You might also consider the appropriateness for this age group and the appeal of the book for children. If you would like more guidance choosing an appropriate book, I recommend you choose a book from a reputable source:


Young Adult Library Services Association/YALSA (http://www.ala.org/yalsa/). YALSA book awards included Printz Award, Alex Award, Morris Award, and Edward Award found on the YALSA website at http://www.ala.org/yalsa/booklistsawards/bookawards

The Newberry Award winning books- http://www.ala.org/alsc.awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal

The textbooks are available through Barnes & Noble at USD. You can purchase it in person or you can contact them at bn@usd.edu or by going to their web site at http://usd.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=2
to make your order of the book. They can also be reached at (605) 677-6291.

IV. Course Objectives/Outcomes, Standards, Assessment

This course is designed to enable students to:

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standard</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the theoretical knowledge base about reading and writing of the adolescents including how it relates to their development.</td>
<td>DOE 24:16:07:01 (2) SOE 1 IRA 1.1</td>
<td>Class Discussion Reflection Paper</td>
</tr>
<tr>
<td>2. Identify individual, cultural, linguistic, ethnic, racial, and developmental differences to plan diverse approaches of learning to read and create meaningful learning experiences.</td>
<td>DOE 24:16:07:01 (1) (2) SOE 1, 2, 3 IRA 4.1, 4.2</td>
<td>Class Discussion Reflection Paper</td>
</tr>
<tr>
<td>3. Create literate environments that nurture reading for pleasure while fostering social interaction, engagement in learning and self-motivation.</td>
<td>DOE 24:16:07:01 (3) DOE 24:16:08:05:07 (4) (11a) SOE 4, 7 IRA 5.1, 5.2, 5.3, 5.4</td>
<td>Class Discussion Mini-Lesson Lesson Plan Book Review Reflection Paper</td>
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<tr>
<td>4. Describe the reading skills especially comprehension and study skills and language process of reading, writing, viewing, and visual representing their interrelationships and how to create meaningful learning experiences.</td>
<td>DOE 24:16:07:01 (2) (3) DOE 24:16:08:05:07 (7) (11a) SOE 1, 4, 7 IRA 1.1, 2.1, 2.2, 5.1, 5.2, 5.2</td>
<td>Class Discussion Mini-lesson Lesson Plan Reflection Paper</td>
</tr>
<tr>
<td>5. Plan for the use of a wide range of grouping options, curriculum materials, and instructional practices that match student need.</td>
<td>DOE 24:16:07:01 (2) (3) (4) DOE 24:16:08:05:07 (7) (11a) SOE 1, 4, 5, 11 IRA 5.4, 2.2, 2.3</td>
<td>Class Discussion Mini-lesson Lesson Plan Book Review Reflection Paper</td>
</tr>
<tr>
<td>6. Describe the various methods of formal and informal evaluation used at the middle school level to determine student progress.</td>
<td>DOE 24:16:07:01 (5) SOE 8 IRA 3.1, 3.2, 3.3, 3.4</td>
<td>Class Discussion Mini-lesson Lesson Plan Reflection Paper</td>
</tr>
<tr>
<td>7. Demonstrate respect, responsibility, integrity, and</td>
<td>DOE 24:16:07:01 (7) SOE #9</td>
<td>Instructor observations of in-class discussions,</td>
</tr>
</tbody>
</table>
V. Methods of Instruction and Activities/Requirements:

This class is an on-line class. Students will be required to participate in on-line weekly group discussion, and complete application assignments (book review, mini-lesson, and lesson plan). The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined in the “Online Student Handbook” which can be found in the Getting Started widget on the course homepage through the “CDE Online Student Orientation” link.

In order to successfully complete this course, students will fulfill the following requirements:

- Actively read the weekly assigned texts and post key ideas from your reading as well as post a reply response to another class member’s original post.
- Read a self-selected adolescent novel and write a book review (the book review will include your rationale for choosing the book).
- Using the self-selected adolescent novel chosen for book review assignment, prepare a mini-lesson (mini-lessons are intended to be 15-20 minutes in length and teach/demonstrate a specific skill or strategy) that includes a reading-writing connection appropriate for the novel. The mini-lesson plan should include full citations for your sources (if relevant). The mini-lesson should introduce or review a literary device/textual element or demonstrate a comprehension strategy and incorporate a reading-writing connection. Possible ideas for mini-lesson might be creating strong leads in writing, developing characters, using creative/descriptive words in writing, identifying similes/metaphors/symbolism..., making self/text/world-text connections, identifying/inferring themes, visualizing, inferring, questioning, predicting, synthesizing... This is not an exhaustive list and you may have very specific ideas that your self-selected novel may be better suited. You will use a piece of your novel (select a section/s you could read aloud to demonstrate the concept you are teaching in your mini-lesson).
- Using the self-selected adolescent novel chosen for book review assignment, develop a lesson plan that includes before, during, and after reading strategies making meaning from and with text.
- Reflection paper (5-8 pages) which will be a personal response to the readings. Explain how you will use the information as you work with children. Incorporate specific course topic areas into the paper (The needs of an adolescent, teaching reading in the middle school, fostering reading and writing engagement, selecting books and
materials, response to literacy, grouping options, writing process, writing workshop, writing strategies, comprehension instruction/think aloud, instructional practices, assessment and beyond the classroom.) You do not need to use all topics; however, you should go in depth with at least two or three areas.

**Grading Policy**
Your final grade will be calculated as follows:

- 75 points for Weekly postings from your readings (both original response and reply posting)
- 20 points for adolescent novel book review.
- 30 points Mini-lesson incorporating a reading writing connection
- 30 points for Lesson plan including before, during and after reading strategies.
- 20 points for final reflection paper.

(175 Total Points)

**Small Group On-line Discussion:**
By Week 2, each person will be assigned to a Small Group to interact and respond on the Discussion Board. Your original discussion thread posting (or initial response to the weekly topic/question(s)) needs to be posted no later than 11:59 p.m. every Wednesday. You then need to read your group members original discussion thread posting and reply to at least one of your group members no later than 11:59 p.m. every Friday. This will give all members a chance to look at all posting and responses before the next topic area of discussion. It is very important that you are an active member in this activity.

Participants will be evaluated on the frequency and quality of their discussion board participation. Participants are required to post a minimum of two substantial postings each week, including one that begins a new thread and one that responds to an existing thread. Postings that begin a new thread will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Postings that respond to other participants will be evaluated on relevance, degree to which they extend the discussion, and tone.

**Discussion Board Guidelines**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Posted messages respond directly to the topic(s) in the assignment selection</td>
</tr>
<tr>
<td>Understanding</td>
<td>It is clearly evident from the posted messages that the participant read and understood the ideas expressed in the assigned reading selections.</td>
</tr>
<tr>
<td>Examples</td>
<td>Multiple examples are used or specified ideas are stated in posted message.</td>
</tr>
</tbody>
</table>
Quality | Comments have professional depth and quality.
--- | ---
Timeliness | Posted messages meet the timelines specified in the assignment selection.

When replying to a discussion thread, please keep these criteria in mind.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Posted response is specific to the concepts discussed in the original message.</td>
</tr>
<tr>
<td>Extend the Discussion</td>
<td>Response extends the discussion by introducing a new idea or adding to the idea introduced in the original message.</td>
</tr>
<tr>
<td>Tone</td>
<td>Response is positive and professional.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Posted response meets the timelines specified in the assignment selection.</td>
</tr>
</tbody>
</table>

(5 points for weekly discussion-includes original discussion post thread and reply to a discussion thread)

Here are five quick ideas to help strengthen our discussion.

1. When introducing a new thought/concept/introduction, be sure to start by clicking “Compose” message.
2. The subject line is important. When starting a new thread, make sure to create a subject line that both clues the reader and catches the eye of your audience.
3. When replying to an original posting thread, leave the “re.” portion of the subject line, but feel free to edit the subject line to express how you are extending the conversation. This way everyone can get a quick glance at the direction of the conversation within a thread without actually opening every posting.
4. Feel free to reply to more people than required in the assignments. As experienced online learners know, the goal is to advance the knowledge of the group and this comes from active conversation.
5. Post early and post often.

As this course is delivered via Internet there are several things the students must possess in order to partake of the course. These are:

*It is important that you take the time to read the Online Student Handbook for additional information on Netiquette and technology recommendations for use in on-line courses which can be found on the “Getting Started” widget on the course home page on D2L.*

With these skills the students will participate in class through threaded discussions by engaging in reviewing information on the topic gained from the textbooks.

*In case the Desire2Learn at The University South Dakota should go down for any reason or if you are having difficulty-accessing Desire2Learn, please contact the Help Desk at USD (605) 658-6000. If for some reason, Desire2Learn is unavailable, please contact the professor via USD email or telephone, if necessary to make alternative arrangements.*

V. Grading Scale, Assignments and Due Dates.
<table>
<thead>
<tr>
<th>Work Description</th>
<th>Point Range</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>(161 points- 175 points)</td>
<td>A</td>
<td>93% and Up</td>
</tr>
<tr>
<td>Above Average</td>
<td>(148 points-161 points)</td>
<td>B</td>
<td>85% to 92%</td>
</tr>
<tr>
<td>Average</td>
<td>(134 points-147 points)</td>
<td>C</td>
<td>77% to 84%</td>
</tr>
<tr>
<td>Low, but acceptable</td>
<td>(120 points-128 points)</td>
<td>D</td>
<td>69% to 76%</td>
</tr>
<tr>
<td>Objectives not met</td>
<td>(0 points- 119 points)</td>
<td>F</td>
<td>68% and down</td>
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<tr>
<td>Incomplete</td>
<td></td>
<td>I</td>
<td>by approval only</td>
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</tbody>
</table>

Points, Assignments, and Due Dates

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>5</td>
<td>Discussion Thread Posting: Introduction</td>
<td>8/23</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread posting: Introduction</td>
<td>8/25</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: The Needs of the Adolescent</td>
<td>8/30</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread Posting: The Needs of the Adolescent</td>
<td>9/1</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: Teaching Reading in the Middle School</td>
<td>9/6</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread Posting: Teaching Reading in the Middle School</td>
<td>9/8</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: Curriculum and Standards/Reading Next</td>
<td>9/13</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread Posting: Curriculum and Standards/Reading Next</td>
<td>9/15</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: The Strategic Reader/Fostering Reading Engagement</td>
<td>9/20</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread Posting: The Strategic Reader/Fostering Reading Engagement</td>
<td>9/22</td>
</tr>
<tr>
<td>20</td>
<td>Book Review on self-selected adolescent novel</td>
<td>9/22</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: Selecting and Matching Books and Materials to Student Interests and Needs</td>
<td>9/27</td>
</tr>
<tr>
<td></td>
<td>Reply to Discussion Thread Posting: Selecting and Matching Books and Materials to Student Interests and Needs</td>
<td>9/29</td>
</tr>
<tr>
<td>5</td>
<td>Discussion Thread Posting: Reading</td>
<td>10/4</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<td>10/6</td>
<td>Reply to Discussion Thread Posting: Reading Workshop/The Reader-Response Process</td>
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<td>10/11</td>
<td>Discussion Thread Posting: Varying Instruction</td>
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<tr>
<td>10/13</td>
<td>Reply to Discussion Thread Posting: Varying Instruction.</td>
<td></td>
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<tr>
<td>10/18</td>
<td>Discussion Thread Posting: Responding to Literature</td>
<td></td>
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<tr>
<td>10/20</td>
<td>Reply to Discussion Thread Posting: Responding to Literature</td>
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<tr>
<td>10/20</td>
<td>Mini-Lesson on skill/strategy from self-selected young adult novel</td>
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<tr>
<td>10/25</td>
<td>Discussion Thread Posting: Writing Process/Writing Workshop</td>
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<tr>
<td>10/27</td>
<td>Reply to Discussion Thread Posting: Writing Process/Writing Workshop</td>
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<tr>
<td>11/1</td>
<td>Discussion Thread Posting: Writing Strategies/Word Solving</td>
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<td>11/3</td>
<td>Reply to Discussion Thread Posting: Writing Strategies/Word Solving</td>
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<tr>
<td>11/8</td>
<td>Discussion Thread Posting: Wide range of instructional practices, approaches, and</td>
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<td>methods, that address all components of reading across the curriculum</td>
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<td></td>
<td>Reply to Discussion Thread Posting: Wide range of instructional practices,</td>
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<td></td>
<td>approaches, and methods, that address all components of reading across the</td>
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<td></td>
<td>curriculum</td>
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<tr>
<td>11/9</td>
<td>Lesson Plan</td>
<td></td>
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<tr>
<td>11/15</td>
<td>Discussion Thread Posting: Comprehension Strategies/Think Aloud</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Discussion Thread Posting: Comprehension Strategies/Think Aloud</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Discussion Thread Posting: Assessment</td>
<td></td>
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<tr>
<td>11/21</td>
<td>Discussion Thread Posting: Assessment</td>
<td></td>
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<tr>
<td></td>
<td>(Thanksgiving Break)</td>
<td>(Thanksgiving Holiday 11/22-11/24)</td>
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<td></td>
<td>Discussion Thread Posting: Beyond the Classroom</td>
<td>11/29</td>
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<tr>
<td></td>
<td>Discussion Thread Posting: Beyond the Classroom</td>
<td>12/1</td>
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<tr>
<td></td>
<td>Course Reflection Paper</td>
<td>12/5</td>
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<tr>
<td></td>
<td>175 Total Points</td>
<td></td>
</tr>
</tbody>
</table>

**VI. Bibliography**

The knowledge bases that support course content and procedures include:

**A. References**


McLaughlin, M. & Overturf, B.J. (2013) *The common core: Teaching students in grades 6-12 to meet the reading standards.* Newark, DE: The International Literacy Association


Urquhart, V. & Frazee, D. (2013) *Teaching reading in the content areas: If not me, then who? 3rd Ed.*, ASCD.

B. Classic References


**VII. Courses Schedules and Policies**

**A. Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Read the Syllabus</td>
</tr>
<tr>
<td>Aug. 21st</td>
<td>* Go to the discussion board</td>
<td>Submit any questions you may have about the</td>
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<tr>
<td></td>
<td>and post a short introduction</td>
<td>course to the professor via e-mail</td>
</tr>
<tr>
<td></td>
<td>so we can begin to know each</td>
<td>(<a href="mailto:Susan.Gapp@usd.edu">Susan.Gapp@usd.edu</a>)</td>
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<td></td>
<td>other. Introduction should</td>
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<td></td>
<td>be posted no later than</td>
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<td></td>
<td>11:59 p.m. on Wednesday,</td>
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<td></td>
<td>August 23rd.</td>
<td>Select and begin</td>
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</table>
**Week 2**  
*August 28th*

**The Needs of the Adolescent**

*Post an original thread that includes key points of chapters with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less).

Consider including statements regarding the following:
*What did I learn from this reading?* (Understanding)
*What are the similarities/differences between/among the chapters (if reading from two different text books)?* (Synthesis)
*How is it related to what I’m learning in my other classes?* (Synthesis)
*How is it related to what I’ve experienced in the past?* (Reflection and synthesis)
*How does it relate to what I will do in my own classroom?* (Application)
*What surprises me, worries me, or excites me about what I’m learning? Why?* (Affect)
*What questions do I have? What more would I like to know?* (Understanding and inquiry)
*What don’t I fully understand?* (Understanding)

The original discussion thread posting should be submitted no later than 11:59 p.m. on Wednesday, August 30th.

*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, September 1st.

**Discussion Post Examples:**

**Week 2 Needs of the Adolescent**

Reading about what adolescents need was new to me; most of my teaching experience has been with elementary students (2nd-3rd grade). A trend in the reading was the importance of preparing students for the literate world. This is important for teachers at all grades (applicable at the 2nd and 3rd grade level too). The more experience they have the further their growth will be (pg. 4). The more students read, the more they know and understand about the world. Creating an effective literate (and learning) environment requires the promotion of large amounts of successful reading experiences including content area reading.
Something that I never considered was the multiple changes adolescents go through during their middle school years. Rycik and Irvin mention planning learning experiences for students to create security, but also challenge them (pg. 7). Middle school classrooms may be very diverse and to ensure a sense of security and belonging in the face of the multiple changes of adolescence, teachers need to understand how to incorporate diversity into their teaching environment and plan challenging activities with appropriate support.

Learning Statement: Teachers need to model explicitly what they want from students and give them access to multiple materials while understanding that middle school is a social experience for students. Students are going to respond to learning experiences when they embrace diversity, are developmentally appropriate, and enable students to learn in a safe environment. Students will be engaged in text when it relates to them, is meaningful, and is relevant.

Week 3 Teaching Reading in the Middle School
A common theme throughout this week’s readings/video was student based learning environments that promote student choice. Atwell shares many personal experiences in her video and text. One thing she said that stuck out was “... student choice is synonymous with student engagement, in both reading and writing” (21). This ties into last week’s post when I said I believe students want to read about things they care about and enjoy. This also relates to Robbs’ encounter with a reluctant reader. She writes, “He was very motivated when he saw reason to be” (67). Books chosen to match interest promotes that intrinsic motivation; student choice can guarantee that genuine interest. In many education courses, I have learned that motivation and engagement are highly related to achievement so these practices seem essential. I loved in the Atwell video when she said “there are too many great books waiting out there for a child to waste any time with a book [they] are just not loving.” I strongly agree; students reading material they do not love can negatively affect learning and impact leisure reading.

Learning Statement: Students’ motivation and engagement in reading inside and outside of the classroom should be nurtured for middle school students. As future teachers, it is important to learn about students’ interests and reading abilities and honor student book choice in the literacy learning process. This practice can increase students’ motivation, interest, and engagement in all aspects and subjects that involve reading and writing and promote literacy beyond the classroom.

Week 3
Sept. 5th
Teaching Reading in the Middle School
*Post an original thread that includes key points of chapters/video with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, September 6th. Refer to suggested comments described in Week 2 above

*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, September 8th.

Chapter 1 (A)
Chapter 3 (R)
View Atwell Video “Reading Workshop: Reading for a Lifetime” (Videos can be found on content page of D2L)

Week 4
Sept. 11th
Curriculum and Standards/Reading Next
As school districts evaluate their entire reading

Read “Reading Next” (see below)
program, most have made the decision to put reading back into grades 7 and 8. Also, many high schools are moving towards adding a required reading class at every grade level. Since the publication of the “Reading First” document there has been discussion about what needs to be done for grades 7-12, which lead to his document. As school districts move forward with their plans for grades 7-12 they are incorporating the various aspects of this document.

Post an original discussion thread that responds to at least 3 of the following 5 questions:

1. What does this document contain that would help middle school teachers and administrators improve the reading levels of their students?

2. After reading this document, what did you learn in relation to the teaching of reading in grades 7-9? Why is this important?

3. On page 3, first paragraph, for example there are some interesting statistics about students, what do they tell us as educators? What are the implications for all teachers but especially at the middle school?

4. What is meant by instructional improvements and infrastructural improvements? Why is it important for both types of improvements to be in place?

5. Of the 15 elements, which do you consider to be the most important? Why?

Be sure to include the questions on your posting so readers know what you are responding to. This original discussion thread posting is due no later than 11:59 p.m. on Wednesday, September 13th.

*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, September 15th.

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<table>
<thead>
<tr>
<th><strong>Week 6</strong>&lt;br&gt;Sept. 25th</th>
<th>Selecting and Matching Books and Materials to Student Interests and Needs</th>
<th>Chapter 3(A)&lt;br&gt;Chapter 2 (R)&lt;br&gt;&lt;br&gt;View Atwell Videos&lt;br&gt;“Reading Workshop: An Argument for Choice”, “Reading Workshop: Books I’d Like to Read-Someday Pages”, “Reading Workshop: Nancie’s Booktalk on Purple Heart”, and “Writing Workshop: Launching the Writing Workshop-Writing Ideas or Territories” (Videos can be found on content page of D2L)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Post an original thread that includes key points of chapters/videos with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, September 27th. Refer to suggested comments described in Week 2 above.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, September 29th.</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;October 2nd</td>
<td>Reading Workshop/The Reader-Response Process</td>
<td>Chapter 5(A)&lt;br&gt;Chapters 2 (review) &amp; 4(R)&lt;br&gt;&lt;br&gt;(review/refer to previous reading [Chapter 2] in regards to the topic of Reading Workshop and Reader Response) &lt;br&gt;&lt;br&gt;View Atwell Video&lt;br&gt;“Reading Workshop: Reading as Critics-Poetry, the Mother Genre (Kisses, Can You Come Back as...”</td>
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<td>*Post an original thread that includes key points of chapters/video with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, October 4th. Refer to suggested comments described in Week 2 above.</td>
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<td>*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday,</td>
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<td>Week 8</td>
<td>October 6th.</td>
<td>Varying Instruction</td>
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<td><strong>Week 8</strong>&lt;br&gt;Oct. 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td><em>Post an original thread that includes key points of chapters with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, October 11th. Refer to suggested comments described in Week 2 above</em>&lt;br&gt;<em>Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, October 13th.</em></td>
<td>Chapter 8 (R)</td>
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<td><strong>Week 9</strong>&lt;br&gt;Oct. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Responding to Literature</td>
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<td><strong>Week 9</strong>&lt;br&gt;Oct. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td><em>Post an original thread that includes key points of chapters/videos with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, October 18th. Refer to suggested comments described in Week 2 above</em>&lt;br&gt;<em>Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, October 20th.</em></td>
<td>Chapter 7 (A)&lt;br&gt;Chapter 7 &amp; 9 (R)</td>
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<td><strong>Week 10</strong>&lt;br&gt;Oct. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Writing Process/Writing Workshop</td>
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<td><strong>Week 10</strong>&lt;br&gt;Oct. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td><em>Post an original thread that includes key points of chapters/video with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m.</em></td>
<td>Chapter 6 (A)&lt;br&gt;No Readings from Robb for this week.</td>
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<tr>
<td>Time</td>
<td>Event</td>
<td>Chapters/Notes</td>
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<td>p.m. on Wednesday, October 25th.</td>
<td>Refer to suggested comments described in Week 2 above</td>
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<td>*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, October 27th.</td>
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<td><strong>Week 11</strong></td>
<td><strong>Writing Strategies/Word Solving</strong></td>
<td>Chapter 4 (A)</td>
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<td>Oct. 30th</td>
<td>*Post an original thread that includes key points of chapters/Video with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, November 1st. Refer to suggested comments described in Week 2 above</td>
<td>Chapter 5 (review) (R) (review/refer to previous reading in Chapter 5 of Robb in regards to the topic of Writing Strategies and Word Solving)</td>
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<td>*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, November 3rd.</td>
<td>View Atwell Video “Writing Workshop: Focus on Weak vs. Sensory Verbs-A Craft mini-lesson”</td>
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<td><strong>Week 12</strong></td>
<td><strong>Wide range of instructional practices, approaches, and methods, that address all components of reading across the curriculum</strong></td>
<td>Chapter 6 (R)</td>
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<td>Nov. 6th</td>
<td>*Post an original thread that includes key points of chapters with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, November 8th Refer to suggested comments described in Week 2 above</td>
<td>Lesson Plan Due (See Week 12 Module on Content page of D2L for assignment description)</td>
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<td>*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Thursday, November 9th (Friday Nov. 10th is Veteran’s Day Holiday).</td>
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<td>Lesson Plan Due no later than 11:59 p.m. on Thursday, November 9th.</td>
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<td><strong>Week 13</strong></td>
<td><strong>Comprehension Strategies/Read-Think</strong></td>
<td>Chapter 4(review)</td>
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<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
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| Nov. 13th  | **Aloud**           | *Post an original thread that includes key points of chapters with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, November 15th. Refer to suggested comments described in Week 2 above.  
*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, November 17th.  
(review/refer to previous readings in regards to the topic of Comprehension strategies and think aloud) |
| Week 14    | **Assessment**      | *Post an original thread that includes key points of chapters with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Monday, November 20th. Refer to suggested comments described in Week 2 above.  
*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Tuesday, November 21st (Thanksgiving Holiday the 22nd -26th).  
Chapter 8 (A)  
Chapter 10 (R) |
| Week 15    | **Beyond the Classroom** | *Post an original thread that includes key points of chapters/video with specific examples/support from readings and write a learning statement (a summary of the reading in 250 words or less). Due no later than 11:59 p.m. on Wednesday, November 29th. Refer to suggested comments described in Week 2 above.  
*Reply to at least one other group member’s original discussion thread posting. This is to be posted no later than 11:59 p.m. on Friday, December 1st.  
Chapter 12 (A)  
View Atwell Video  
“Writing Workshop: High Expectations and Practical Advice” |
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Assignment</th>
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<tr>
<td>Dec. 4th</td>
<td>11:59 p.m. on Tuesday, December 5th.</td>
<td>Paper Due on Tuesday, December 5th (write a 5-8 page personal response to readings. How will you use the information as you work with students?)</td>
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</table>

**B. Class/University Policies**

1. **Attendance Policy**--Students are expected to participate in all the weekly discussions on a timely basis. The nature of the online environment enables students to address the course requirements in a way to mesh with their schedules. The University Schedule (available on the USD’s website) regarding holidays, exams, final exams, etc. will have little to do with this class’s schedule since this is an on-line asynchronous course. Please note that you will not be excused for discussion participation or assignments due to previously scheduled personal activities. You will be excused from class to attend University events or those from other courses with prior instructor approval only. The late work policy will apply to all absences. If you have plans that take you out of internet availability on multiple class days, you may need to consider taking this course on a different semester. Still, it is realized that unexpected events take place in one’s life that make addressing the weekly requirements difficult. Should that take place please communicate with the instructor about your needs when those situations arise as soon as possible.

2. **Late Work**--The expectation of this course is that each student will complete the work associated with the course at the times noted in the syllabus. Assignments are due on or before due dates. Due dates are in the syllabus. Assignments are considered late if not received on or before midnight on their respective due dates. All late assignments will receive a grade reduction of 10%. Late assignments may not be accepted after 1 week beyond the due date and may receive a 0%. Participation on discussion board is mandatory. Initial postings that are past 11:59 p.m. on the due date and replies to initial postings (1 per week) which are late will receive no credit. It would be disrespectful to
expect classmates to return to read late postings after the class has moved on to new topic areas. Guidelines for substantive responses are provided in the syllabus.

3. **Feedback on Course Assignments**—Projects and papers will be graded based on rubrics and criteria found in the *Content Icon* on the Black Navigation Bar. The feedback for the various assignments may be sent to you in the drop box and the grade will be found in the *Grade link* within the *Assessments Icon* on Black Navigation Bar. The grade for an assignment, including discussions, will be posted within two weeks from the due date. If there is difficulty in meeting this deadline, I will post a message. Prepare all graded course work in Microsoft Word and save all work. If there is a question regarding the final grade, first compute the score using the points and weight received for each assignment. If the two grades do not match, make an appointment with the instructor for clarification. Allow 1-3 days for instructor e-mail response due to the volume received. E-mail is generally read once a day excluding weekends and holidays.

4. **Academic Policy Information**—If you should need to add or drop this course or withdraw from the University, you will need to follow the established policy as set by the Registrar's Office. Please refer to the *USD Academic Calendar* section on Registrar’s Office website for exact details. If you have any questions, please check the following web site [http://www.usd.edu/registrar/](http://www.usd.edu/registrar/) or (605) 677-5339.

5. **Academic Integrity**—The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [https://www.sdbor.edu/policy/documents/3-4.pdf](https://www.sdbor.edu/policy/documents/3-4.pdf)

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

6. **Freedom in Learning**-Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

7. **Disability Accommodation**-Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

   Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

   Ernetta L. Fox, Director
   Disability Services, Room 119 Service Center
   (605) 677-6389
   Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
   E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

8. **Diversity and Inclusive Excellence**-The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

9. **Information Technology Services (ITS)**-ITS supports the technology needs of instructors, staff and students. Academic use is the primary purpose of the Information
Technology resources. The ITS Help Desk is available twenty-four hours a day, seven days a week, 365 days a year. The Help Desk is located in room 104 on the first floor of I.D. Weeks Library.

If you are experiencing a technical problem, you can submit an online request (recommended), or contact the Help Desk using the information below:

- Online requests: Help Desk
- Email: helpdesk@usd.edu
- Toll Free: 877-225-0027
- Faculty/Staff: 605-658-6000
- Students: 605-658-6000

10. Library Services—Distance Education Services supports instructors and students involved in USD off-campus courses. Assistance is given in the areas of library instruction, reference, and document delivery.

All library databases are available to online students. There is an A-to-Z listing of databases and a listing by subject, available through the “Research Gateway” listing. University Libraries offers faculty services for distance instructors.

A USD Liaison Librarian is a professional, subject specialist who fosters two-way communication and collaboration between the University Libraries and an academic department. Liaisons connect with faculty. The list of Subject Specialists are found here: http://www.usd.edu/library/specialists

For more information about library services available to distance instructors and students, please use the information below to access or contact the library:
- Website: Services for Distance Students
- Email: library@usd.edu
- Toll free: 800-299-5448
- Local: 605-677-5373