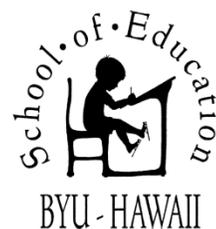




Elementary Education 421

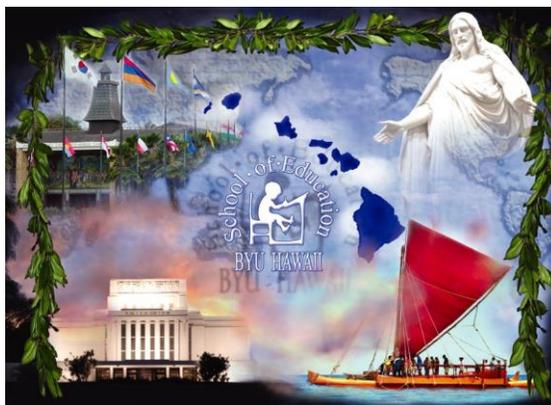
Methods of English Language Arts Instruction
(3 credits)

Spring 2016



Instructor: Dr. Eric D. Rackley
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Prerequisites: ELED 320
Class Days: Tu and Th
Class Hours: 1:50 p.m. – 3:20 p.m.
Meeting Room: SEB 117



I. Mission Statement

Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

II. Course Description

Following ELED 320, this course is devoted to continued learning and application of effective methods to build literacy. Specifically, ELED 321 is designed to apply the theories, principles, and practices of literacy in an English Language Arts (ELA) context. This means that everything we learn and do in this course related to reading and writing will be informed by the English Language Arts. The methods learned in this course are based on scientific research with strategies to model, build, teach, and assess language arts in a contextually rich, standards-based classroom.

We will learn to choose, justify and construct approaches and techniques to create ELA instruction that will help children be successful life-long readers, writers, thinkers, and communicators. The overarching goal is to develop highly effective English Language Arts teachers with proficient knowledge, skills, and professional dispositions appropriate to the field.

Below, you'll see the student learning outcomes, the program learning outcomes, and the institutional learning outcomes for this course:

Student Learning Outcomes (SLO)

1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Program Learning Outcomes (PLO)

1. Teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC Standard 3).
2. Teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard 4).
3. Teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborate problem solving related to authentic local and global issues (InTASC Standard 5).
4. Teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC Standard 8).

Institutional Learning Outcomes (ILOs)

1. Knowledge
2. Inquiry
3. Analysis
4. Communication
5. Integrity
6. Stewardship
7. Service

III. Course Texts

Our course texts are based on sound scholarship and instructional practice. They are written by prominent scholars in the field and represent the foundational elementary literacy literature. As such, these texts will serve you faithfully well into your careers. You will refer to them often when you are in

the classroom, and the materials that your school or district give you will draw from and overlap the texts for this course. All of this is to say that these texts are critical for all literacy educators, so get them and dig into them.

Here are the required texts for the course:

1. Fountas, I. C. & Pinnell, G. S. (2001). *Guided readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
2. Calkins, L. M. (1994) *The art of teaching writing*. Portsmouth, NH: Heinemann.
3. Readings from Canvas, as assigned.

Here are the texts you'll want to have handy from ELED 320:

1. Honig, B., Diamond, L., Gutlohn, L. (2008). *CORE teaching reading sourcebook for kindergarten through eighth grade*. Arena Press, CA.
2. Diamond, L., Gutlohn, L. (2008). *CORE assessing reading: Multiple measures*, 2nd Edition.
3. Readings from Canvas.

Here are some recommended professional texts:

1. Biggam, S. & Itterly, K. (2009). *Literacy Profiles: A Framework to Guide Assessment, Instructional Strategies and Intervention, K-4*. San Francisco, CA: Allyn & Bacon.
2. Calkins, L. M. (2001). *The Art of Teaching Reading*. Portsmouth, NH: Heinemann.
3. Fletcher, R. (1991). *Walking Trees: Teaching Teachers in the New York Public Schools*. Portsmouth, NH: Heinemann.
4. Johnston, P. H. (2004) *Choice words: How our language affects children's learning*. Portland, MN: Stenhouse.
5. Miller, D. (2009). *The Book Whisperer: Awakening the Inner Reader in Every Child*. San Francisco, CA: Jossey-Bass
6. Opitz, M. F. & Rasinski, T. (2008), *Good-bye Round Robin Reading: 25 Effective Oral Reading Strategies*. Portsmouth, NH: Heinemann.
7. Tompkins, G. (2006). *50 Literacy Strategies: Step by Step*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

IV. Common Core State Standards (2010)

There is a lot of information out there about the Common Core State Standards (CCSS). Some of it is correct, some of it is intentionally misleading, and some of it is a combination of fact and fiction. Regardless of where you stand on the CCSS personally, politically, or professionally, if you plan on teaching in the United States, you must understand and know how to use the CCSS. The first step is to read it and know what it contains. Here is how to access the CCSS:

1. Go to corestandards.org
2. Select "Read the Standards" on the top of the page
3. Select "English Language Arts Standards"
4. Select "Download the Standards"

Pay particular attention to the K-5, ELA standards. Do not skim these standards. Read them carefully for comprehension. As professionals they will guide much of your work, so you must know them. Also, you should know what is in the three appendices. The appendices are a gold mine of critical information for you!

V. International Reading Association (IRA) Standards for Reading Professionals (2010)

Standard 1: Foundational Knowledge: *Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*

Standard 2: Curriculum and Instruction: *Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

Standard 3: Assessment and Evaluation: *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

Standard 4: Diversity: *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

Standard 5: Literate Environment: *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

Standard 6: Professional Learning and Leadership: *Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

Standards for Reading Professionals URL:

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

Once on the website, scroll down to the “Navigate the Standards” section. Do not skim these standards. Read them carefully for comprehension. As reading professionals they will guide much of your work, so you must know them. Please read the introduction. It will help orient you to the standards so that you know what’s in them and how to read them. To explore each standard, click on the appropriate link. You will see the following (in this order): The number and name of the standard; the actual standard; a brief rationale for including the standard; and the assumptions underlying the development of the standard.

When you click on the link “Matrix of Elements of This Standard by Professional Roles, Research and Supporting Literature” you will get access to recommended important information. Specifically, you will see several elements related to the standard (sub-standards, if you will) and lists of evidence for various stakeholders that demonstrate competence in the standards. You may be interested in the “Pre-K and Elementary Classroom Teacher Candidates” section.

VI. International Reading Association (IRA) Position Statement on Elementary Reading (2000)

Every child deserves excellent reading teachers because teachers make a difference in children’s reading achievement and motivation to read. This position statement provides a research-based description of the distinguishing qualities of excellent classroom reading teachers. Excellent reading teachers share several critical qualities of knowledge and practice:

1. They understand reading and writing development, and believe all children can learn to read and write.
2. They continually assess children’s individual progress and relate reading instruction to children’s previous experiences.
3. They know a variety of ways to teach reading, when to use each method, and how to combine the methods into an effective instructional program.

4. They offer a variety of materials and texts for children to read.
5. They use flexible grouping strategies to tailor instruction to individual students.
6. They are good reading “coaches” (that is, they provide help strategically).

In addition, excellent reading teachers share many of the characteristics of good teachers in general. They have strong content and pedagogical knowledge, manage classrooms so that there is a high rate of engagement, use strong motivation strategies that encourage independent learning, have high expectations for children’s achievement, and help children who are having difficulty.

VII. Course Requirements

More detailed instructions, guidelines, and rubrics will follow as necessary for the following assignments:

1. Class Participation

You are a critical part of this class. Merely attending class, however, doesn't promote deep learning. Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner at all times. If you must miss a class, you need to contact me by email or phone *prior* to the class. Participation can take many forms. I will evaluate you holistically across three categories to determine whether you have participated in each session:

- *Whole-class participation.* This means engaging in discussions, paying attention, interacting professionally and courteously with me and with your peers.
- *Small-group participation.* This means engaging in or leading discussions, fulfilling your role/responsibility as a group member, interacting professionally and courteously with your peers.
- *Individual preparation for class activities.* This means that you complete the readings, engage in reflective writings, discussion plans, and all necessary assignments prior to attending class meetings. It also means preparing for assigned class activities, arriving on time for class, and remaining in class for the entire class period.

2. Study Groups

As a college student, it is easy to find a corner and do your reading and assignments on your own; however, as an educator you need to develop the ability to collaborate with your professional colleagues. The study groups give you the opportunity to do that. As you meet together as study groups you will help each other clarify and deepen your learning of the course material. I will assign your study groups. You will decide the details of what exactly you will do and for how long, but you will meet at least once a week (for at least 10 weeks) to explore concepts, practices, and ideas from the course, as well as help each other prepare for assignments. Having clear goals for each study group session will facilitate learning. Although you may meet in casual settings, your student groups are anything but casual. For many of you, your study groups will be the key factor in moving you from surface learning to deep, long-term learning. Your colleagues and I will use the twelve BYU-Hawaii Professional Dispositions to evaluate your contribution to your study group.

3. ELA Demonstrations

Think of your ELA Demonstrations as similar to the microteaches from EDU 312. As you know, the practice of teaching is generative. This means that the act of teaching creates knowledge that you may

not have otherwise developed. The ELA Demonstrations are your opportunity to practice the theories, principles, models, and strategies that we've explored in this course. This means you are not just engaging in any old activity with a group of people for any old reason. To practice ELA instruction means that you draw from your reservoir of ELA knowledge, dispositions, and skills and employ them in an effort to help your students develop appropriate knowledge and skills. ELA Demonstrations give you the opportunity to practice what you're learning while generating practical ELA teaching knowledge. That is a fundamental – and incredible – experience for teachers. You will conduct four Demonstrations: Word study Demonstration, Independent Reading Demonstration, Guided Reading Demonstration, and Writing Demonstration. For your Demonstrations you will have 15-20 minutes to practice teaching in small groups. One teacher candidate will teach and the rest will act as students. I want you to truly focus on *practicing* your ELA instruction. You will make mistakes. Embrace this opportunity to fail in a professional and supportive environment. Following each Demonstration you will write a brief, thoughtful evaluation of your experience. This will get you into the practice of being a reflective educator. You will submit your evaluations the class period after your Demonstration.

4. ELA Demonstrations Lesson Plans

A lesson plan will accompany each of your ELA Demonstrations. The lesson plans are due to me on the day that you teach. Submit them on Canvas *before* you teach. Your Demonstration lesson plans are designed to help you build on what you learned about planning for instruction from EDU 312 by applying planning in an ELA context. I will give you the general topic of instruction (word study, independent reading, guided reading, writing) and you will determine everything else.

5. Do I Dare to Care Essay

Toward the end of the semester, after you have developed important knowledge and skills related to the components of ELA and had an opportunity to explore important issues of ELA instruction, I will invite you to respond to a short chapter about teaching. This activity is designed to help you think about why you should care about teaching ELA, how much you think you should care about it, and how all of this might influence your instruction as an ELA educator. You will find your experience working on this essay enlightening and ennobling. It will help you begin to articulate your thoughts and feelings about your work as an educator.

6. Quizzes

You may also have quizzes based on the readings, lectures, conversations, and anything else related to the class. The quizzes are designed to help you clarify important points and principles and deepen your thinking about aspects of the class. The quizzes may take various forms including written, verbal, or performance. Most of the time, I will announce upcoming quizzes; however, sometimes I will not.

7. Final

The final will draw from the experiences, knowledge, and skills that you have developed throughout the course. You will complete your final in your study groups. For your final, you will create an ELA case study. A case is "a brief episode that clearly epitomizes a concept or issue" (Carter, 1999, p.166). In education, a case can help articulate and crystalize specific problems of practice, which are important, reoccurring issues that many teachers face. Cases are valuable for ELA educators because, among other things, they help you *notice* teaching, learning, and the components of ELA. After you create your case script, you will record it digitally, and I will post it online. This is the first part of your final. The second part is your analysis of an ELA case created by another study group. I will redistribute the cases so that each study group gets a different case. As a study group, you will identify an ELA problem of practice in the case, identify the resources that you would use to address the problem, actually address the

problem, and then identify the limitations of your approach. This is a written assignment. You will find that creating and analyzing ELA cases will demand that you draw from, integrate, and apply much of the course material. Your final will be a deep and demanding learning experience.

If you miss or do not submit any part of the final, then you will fail the course. If you absolutely must take the final early for reasons beyond your control, then you may appeal to do so by writing a request to the Chair of the School of Education. Please review the university's finals policy (http://services.byuh.edu/registrar/final_exam_schedule). If, and only if, your appeal is approved, will we make arrangements for you to take the final on another day.

IX. Evaluation of Assignments

Grades will be assigned on the basis of the quality of the completed course requirements above. I will calculate your grade as follows:

Class Participation	25 points
Study Groups	25 points
ELA Demonstrations Lesson Plans (4 x 25)	100 points
ELA Demonstrations Reflections (4 x 10)	40 points
Do I Dare to Care Essay	10 points
Quizzes	0-25 points
Final	50 points
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TOTAL	250-275 points

X. Grade Scale

A	100 - 94	Exceptional
A -	93 - 90	
B +	89 - 87	Very Good
B	86 - 84	
B -	83 - 80	Adequate
C +	79 - 77	
C	76 - 74	
C -	73 - 70	
D +	69 - 67	Unacceptable
D	66 - 64	
D -	63 - 60	
F	59 - 0	

IX. Professional Dispositions

Professional Dispositions is one of the three major areas in qualifying to be recommended for a teacher license: content knowledge, pedagogical skills, and professional dispositions. Each teacher candidate is expected to know and understand the eleven dispositions determined by the School of Education as criteria that fulfill the licensing requirement.

At the end of the course, each student will complete the self-assessment on the grade sheet for the course. The instructor will then determine if the teacher candidate has successfully met the criteria for each disposition. If the instructor determines the teacher candidate has not met a professional disposition, the course grade will be lowered by five percentage points for each disposition not met.

Please note that two dispositions have their own separate School of Education formula for grade reduction: Attendance and Punctuality. These are part of an on-going review of each teacher candidate’s progress in the program.

VIII. Tentative Course Calendar

Date	Guiding Questions	Readings and Assignments
Day 1 3/8/16 TUE	What is close reading and how do I do it?	Readings: <ol style="list-style-type: none"> 1. Syllabus 2. Roe & Ross (2006/2010) The Language Arts 3. Brown & Kappes (2012) A Primer on “Close Reading of Text” 4. Cisneros (n.d.) “Eleven”
Day 2 3/10/16 THU	What are the Common Core State standards and how do they guide my work as an ELA teacher?	Readings: <ol style="list-style-type: none"> 1. Common Core State Standards (2010) <ul style="list-style-type: none"> • Introduction (pp.1-8) • Standards (pp.9-33) – Read them all, but know <i>one</i> grade really well. You choose the grade. • Appendices A, B, C – Skim them. Know what’s in them and why each of them might be valuable for you. 2. CCSS (n.d.) Key Shifts in English Language Arts Recommended Readings: <ol style="list-style-type: none"> 1. ISBE (2012) Common Core Teaching and Learning Strategies: English Language Arts, Reading Literature (Grades K-5)
Day 3 3/15/16 TUE	How do I organize my ELA instruction?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Achieving Literacy with a Three-Block Framework: Language & Word Study, Reading, and Writing (ch.2) 2. Fountas & Pinnell (2001) Opening: Erica’s Day
Day 4 3/17/16 THU	Language and Word Study: How do I teach language and word study in an ELA context?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Investigating and Using Language: The Language and Word Study Design (ch.3)
Day 5 3/22/16 TUE	Language: How do I teach students to use language	Readings:

	to construct meaning and build community?	1. Johnson (2012) Any Other Ways to Think about That?: Inquiry, Dialogue, Uncertainty, and Difference (ch.5)
Day 6 3/24/16 THU	Language: How do I teach students to use language to build community?	Readings: 1. Johnson (2012) Thinking Together, Working Together (ch.8)
Day 7 3/29/16 TUE	Word Study: How do I develop students' word solving skills?	Readings: 1. Review <i>TRS</i> chapters 11 and 12 (ELED 320) 2. Fountas & Pinnell (2001) Teaching for Word Solving: Phonics, Spelling, and Vocabulary (ch.22) 3. ELA Demonstrations documents (Canvas → Files → ELA Demonstrations) Recommended Readings: 1. Padak et al (2012) Vocabulary: Five Common Misconceptions
Day 8 3/31/16 THU	Word Study: What do effective word study lessons look like?	Readings: 1. None Due: 1. Word Study Demonstration (in class) 2. Word Study Lesson Plan (on Canvas)
Day 9 4/5/16 TUE	Reading: How do I teach reading in an ELA context?	Readings: 1. Review the Big 5 from ELED 320 2. Fountas & Pinnell (2001) Becoming Joyful Readers: The Reading Workshop (ch.4) Recommended Readings: 1. Fountas & Pinnell (2001) Understanding the Reading Process (ch.18) Due: 1. Word Study Reflection
Day 10 4/7/16 THU	Reading: What is the structure of independent reading? What do booktalks, minilessons, and reading conferences look like?	Readings: 1. Fountas & Pinnell (2001) Encouraging Independent Reading (ch.7) 2. Fountas & Pinnell (2001) Planning Effective Minilessons and Conferences (ch.8)
Day 11 4/12/16 TUE	Reading: As part of independent reading, how do I conduct mini lessons and reading conferences?	Readings: 1. None Recommended Readings: 1. Fountas & Pinnell (2001) Getting Started: The First Twenty Days of Independent Reading (ch.9)

		Due: <ol style="list-style-type: none"> 1. Independent Reading Demonstration 2. Independent Reading Lesson Plan
Day 12 4/14/16 THU	Reading: As part of independent reading, how do I use the Reader's Notebook?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Writing to Explore Meaning: Reader's Notebook (ch.10) Due: <ol style="list-style-type: none"> 1. Four hard copies of an authentic Reader's Notebook response in the form of a letter to the teacher about what you are reading. 2. Independent Reading Demonstration Reflection
Day 13 4/19/16 TUE	Reading: How do I use guided reading in my ELA instruction?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Understanding Guided Reading (ch.11, pp.190-192) 2. Fountas & Pinnell (2001) Planning for Guided Reading (ch.12) Recommended Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Teaching for Sustaining Strategies in Guided Reading (Ch.20)
Day 14 4/21/16 THU	Reading: What do effective guided reading lessons look like?	Readings: <ol style="list-style-type: none"> 1. None Due: <ol style="list-style-type: none"> 1. Guided Reading Demonstration 2. Guided Reading Lesson Plan
Day 15 4/26/16 TUE	Reading: How do I use literature study in my instruction?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Discovering Literature Study: The Essential Elements (ch.15) 2. Fountas & Pinnell (2001) Putting Literature Study in Action (ch.16) Due: <ol style="list-style-type: none"> 1. Guided Reading Demonstration Reflection
Day 16 4/28/16 THU	Reading: How do I use literature study in my instruction?	Readings: <ol style="list-style-type: none"> 1. Fountas & Pinnell (2001) Responding to Literature: Multiple Paths to Deeper Meaning (ch.17) 2. Complete group-selected text reading assignment Due: <ol style="list-style-type: none"> 1. Complete activities for literature study (Letter to character, F&P, p.287)
Day 17 5/3/16 TUE	Reading: How do I use literature study in my instruction?	Readings: <ol style="list-style-type: none"> 1. Complete literature study novel 2. Description of Final (Canvas → Files → Final)

	How do I prepare for the course final?	<p>Note: Read and watch everything!</p> <p>Due:</p> <ol style="list-style-type: none"> 1. Complete activities for literature study (Thinkmarks, F&P, p.287)
Day 18 5/5/16 THU	Writing: How is writing a meaning making practice?	<p>Readings:</p> <ol style="list-style-type: none"> 1. Calkins (1994) Making Meaning on the Page and in Our Lives (ch.1) 2. Calkins (1994) Tap the Energy for Writing (ch.2)
Day 19 5/10/16 TUE	Writing: What is the writing workshop and how do I do it?	<p>Readings:</p> <ol style="list-style-type: none"> 1. Calkins (1994) Rehearsal: Living the Writerly Life (ch.3) 2. Calkins (1994) Establishing a Predictable Workshop Environment (ch.11) <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Ray & Laminack (2001) Understanding the essential characteristics of the writing workshop 2. Fountas & Pinnell (2001) Writer's Notebooks (pp.424-428) <p>Note: Please select a novel and prepare a book talk for Day 24. I will give you middle-grade novels to choose from. Also, sign up to bring snacks for our Book Talk Day!</p>
NO CLASS 5/12/16	Empower Your Dreams	
Day 20 5/17/16 TUE	Writing: What is the writing process?	<p>Readings: As a study group, you are responsible for knowing all of these chapters. You decide who is going to read/become an expert in what:</p> <ol style="list-style-type: none"> 1. Calkins (1994) Drafting and Revision: Letting Our Words Instruct and Surprise Us (ch.4) 2. Calkins (1994) Editing: Learning the Conventions of Written Language (ch.18) 3. Calkins (1994) Publication: The Beginning of the Writerly Life (ch.16)
Day 21 5/19/16 THU	Writing: How do I work with students during writing workshop?	<p>Readings:</p> <ol style="list-style-type: none"> 1. Calkins (1994) Don't Be Afraid to Teach: Tools to Help Us Create Mini-Lessons (ch.12) 2. Calkins (1994) Conferencing: Writing Becomes a Tool for Thought (ch.13)

Day 22 5/24/16 TUE	Writing: What do effective writing lessons look like?	Readings: 1. None Due: 1. Writing Demonstration 2. Writing Demonstration Lesson Plan
Day 23 5/26/16 THU	ELA Case Study Workday: How do I create an authentic ELA case study?	Readings: 1. Review course materials as necessary Due: 1. Materials to work on ELA case study 2. Writing Demonstration Reflection
Day 24 5/31/16 TUE	Book Talk Day! What novels can I use in my ELA instruction?	Due: 1. Self-selected book talk (Canvas) 2. Deliver your book talk
Day 25 6/2/16 THU	Analyzing ELA Case Studies Workday: How do I analyze an ELA case study?	Readings: 1. None Due: 1. Final: ELA Case Study Write-Up and Video 2. Bring four hard copies of your Case Study Write-Up 3. Upload videos on the ELED 320 YouTube channel: <ul style="list-style-type: none"> • Email: byuheled320@gmail.com • Password: reading11 • Title: Title of Case Study: An ELA Case Study (Anna: An ELA Case Study)
FINAL 6/7/16 TUE 4:00-6:50 p.m.	Analysis Process Presentation: How do educators analyze problems of ELA practice?	Readings: 1. None Due: 1. Final: ELA Case Study Analysis 2. Final Presentation of Analysis Process 3. Extra Credit: Do I Dare to Care Essay

XI. Elementary Education 421/School of Education/BYU-Hawaii Policy Statement(s) and Disclosure(s)

Academic Honesty – Honor Code Issues

Available at: <http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

[Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

Dress Code

As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Grades and Grading

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

Pagers and Cell Phones

Simply stated, pagers or cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking pager messages etc.) Set your pager or cell phone to vibrate as opposed to ring. If there is an emergency that may require you to use your pager or cell phone during class time, please notify your instructor ahead of time. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

Personal Computers in Class

The use of computers in the classroom is intended to complement, not detract from class. Any use of computers during class time that is not related to the class is inappropriate and unprofessional. This would include, but is not limited to, emailing, Facebook, surfing the web, and doing work for another class.

Professional Dispositions

Evidence of the development of students' professional dispositions is a requirement for the School of Education accreditation with the State of Hawaii. We gather this evidence through the use of the School of Education Professional Dispositions (blue) sheet, and this becomes the set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Sexual Harassment and Misconduct

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Preventing Sexual Harassment

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: Debbie.hippolite.wright@byuh.edu

Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Syllabus/Course Outline

This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor

retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

Policy on Tardies, Absences and Late Assignments (December 2009)

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily make up missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments

Because all assignments given in the School of Education courses are important, all assignments must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the time that they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C (75%). Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member *in advance of the absence*. Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc. *In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance*. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact, etc. . . .