

MINUTES (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, November 20, 2013
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Jeremy Sellers (Senator)
Cherry Beasley (Senator)	Joanna Hersey (chair of General Education)
Jeff Bolles (Senator)	Jaime Martinez (chair of Curriculum)
Rick Crandall (Senator)	Lisa Mitchell (chair of Enrollment)
David Nikkel (Senator)	Larry Arnold (chair of Academic Support)
Maria Pereira (Senator)	Ken Kitts (Provost and VC for Academic Affairs)
Jesse Peters (Senator)	

Present: D'Arruda, Beasley, Bolles, Crandall, Nikkel, Pereira, Peters, Sellers, Hersey, Martinez, Mitchell, Arnold

Absent: Kitts

Guests: Kim Sellers, Elizabeth Normandy, J. Porter Lillis

- I. Call to Order **3:30 PM**
- II. Approval of the Minutes of the October 16, 2013 Meeting ([Appendix A](#))
Approved with correction as put forth by David Nikkel (under section VII New Business) and as amended in Appendix A - Minutes
- III. Approval of the Agenda
Approved
- IV. Report from the Chair
No Report
- V. Reports from Subcommittees
 - A. Curriculum: Jaime Martinez, Chair
a) Actions Requiring only AA Chair Signature ([Appendix B](#))
 - 1. Proposals from the Department of Educational Specialties**
 - 4.1 Course Proposal:** Revise title and prerequisites of *RDG 3200: Diagnosis and Remediation of Reading Difficulties* (will become Assessment of Reading Difficulties I)
Approved 9-0-0
 - 2. Proposal from the Department of Chemistry and Physics**

5.1 Course Proposal: Revise description of *CHM 4200*: Forensic Chemistry
Approved 9-0-0

3. Proposals from the Department of Sociology and Criminal Justice

6.2 Program Proposal: Add two elective options to Minor in Terrorism Studies
Approved 9-0-0

b) Actions Requiring AA Approval Only ([Appendix C](#))

1. Proposals from the Department of Educational Specialties

4.2 Course Proposal: Create *RDG 3400*: Assessment of Reading Difficulties II
Approved 9-0-0
Approved unanimously by Academic Affairs Committee (11-0-0)

4.3 Course Proposal: Create *RDG 4000*: Best Practices in Reading
Approved 9-0-0
Approved unanimously by Academic Affairs Committee (11-0-0)

2. Proposals from the Department of Sociology and Criminal Justice

6.1 Course Proposal: Create *SOC/CRJ 4520*: Women and Crime
Approved 9-0-0
Approved unanimously by Academic Affairs Committee (11-0-0)

c) Actions Requiring AA Approval and to be sent to Senate ([Appendix D](#))

B. Enrollment Management: Lisa Mitchell, Chair

Our next Enrollment Management subcommittee meeting will be Wednesday,
January 8th in UC Annex room 217 at 3:30pm

No report

C. General Education: Joanna Hersey, Chair

No courses/revisions came through this month, so I will have no action items
for November AA meeting

Met but no action items – No report

D. Academic Support Services: Larry Arnold, Chair –

Reported:

New instructional services librarian has been hired (promoted from within, creating a new vacancy)

Hosting for BraveCat will no longer be through UNCW but through the vendor who developed the hosting; change will occur on May 1, 2014 – will lead to additional expense and work

Writing Center has been approved for permanent funds for a 20-hour/week assistant

DSS continues to work hard

CAE tutors (must have B in class) and academic resource (must have 3.6 GPA) people are needed. Discussion led to question regarding policies in finding and appointing tutors – Larry will address in Academic Support Services

E. Old Business

F. New Business

Curriculum Content Management-- Jaime Martinez (chair of Curriculum)

Covered in Jamie's report, not under new business:

Proposal for the change in structure of Academic Support Services has been approved by governance and will go to Senate.

G. Announcements

H. Adjournment **3:55 PM**

Appendix A

AGENDA (pending approval) Meeting of the Academic Affairs Committee Wednesday, October 16, 2013 University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Jeremy Sellers (Senator)
Cherry Beasley (Senator)	Joanna Hersey (chair of General Education)
Jeff Bolles (Senator)	Jaime Martinez (chair of Curriculum)
Rick Crandall (Senator)	Lisa Mitchell (chair of Enrollment)
David Nikkel (Senator)	Larry Arnold (chair of Academic Support)
Maria Pereira (Senator)	Ken Kitts (Provost and VC for Academic Affairs)
Jesse Peters (Senator)	

Members Present: D'Arruda, Beasley, Crandall, Nikkel, Pereira, Sellers, Hersey, Martinez, Mitchell, Arnold

Members Absent: Bolles, Kitts

Guests: Chuck Lillie (Math and Computer Science), Elizabeth Normandy (QEP and Academic Affairs), Xin Zhary (Math and Computer Science)

VI. **Call to Order**

The meeting was called to order at 3:30 PM by Dr. D'Arruda. Dr. Beasley is serving as secretary in Dr. Bolles's absence.

VII. **Approval of the Minutes of the September 18, 2013 Meeting**

The minutes were approved by consensus.

VIII. **Approval of the Agenda**

The agenda was approved by consensus.

IX. **Report from the Chair**

No report from the Chair.

X. **Reports from Subcommittees**

I. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature

Dr. Martinez opened her report by taking questions on those items that only needed AA chair approval and continued as follows.

1. Proposals from the Department of Mathematics and Computer Science

4.1 Course Proposal: Revise prerequisite for CSC 1850

Curriculum Committee Vote: Approved 9-0-0

2. Proposals from the Department of Department of Biology

5.2 Program Proposal: Add BIO 4130 to Molecular Biology Track
Curriculum Committee Vote: Approved by the 9-0-0

Actions Requiring AA Approval Only

Proposal from the Department of Biology

5.1 Course Proposal: Add a new course in Molecular Biology 4130
Curriculum Committee Vote: Approved 9-0-0

Academic Affairs Vote: Approved 10-0-0

Actions Requiring AA Approval and to be sent to Senate

1. Proposals from the Department of Mathematics and Computer Science

4.2 Program Proposal: Revise requirements for Bachelor of Science in
Computer Science.
Approved 9-0-0

4.3 Program Proposal: Revise requirements for Bachelor of Science in
Information Technology

Curriculum Committee Vote: Approved 9-0-0

Academic Affairs Vote: Approved 10-0-0

2. Program Proposal: Add 14 Courses to QEP

ENG 2200/AIS 2200	Native American Literature—Writing Enriched
ENG 2990	Writing Center Theory and Practice—Writing Enriched
ENG 3440/AIS 3440	The Native American Novel—Writing Enriched
ENG3470/AIS 3470	Native American Poetry—Writing Enriched
ENG 3650	Writing in Digital Environments—Writing Enriched
ENG 3720	Writing for the Public Sphere—Writing enriched
ENG 4210	Grant Writing—Writing Enriched
ENGS 4090	Special Topics in Rhetoric and Composition- Reading and Writing About Nonfiction----Writing Enriched
GGY 3770	Geography of American Indians—Writing Enriched
HLTH 3770	Drugs, Society and Behavior—Writing Enriched
HST 1140	World Civilizations to 1500—Writing Enriched
HST 4230	Indigenous Women—Writing Enriched
HST 4410	History of Medieval Britain—Writing Enriched
PED 4030	Facilities Design in HPER—Writing Enriched

Curriculum Committee Vote: All courses Approved 9-0-0

AA Approved 9-0-1

B. Enrollment Management: Lisa Mitchell, Chair

Catalog Change Proposal:

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum, whether the setting is in a classroom or online. Students are expected to attend every class beginning with the first session. For online classes, logging on and entering the Blackboard (or other online portal) site for the course will be considered "attendance," even if no work is submitted.

The University reserves the right to administratively withdraw students who have never attended any classes. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. (remainder unchanged)

After much discussion, Academic Affairs Committee members returned the Catalog Change Proposal to the Enrollment Management Committee. The following concerns were expressed: 1) purpose of the recommended changes were not clear; 2) faculty members set the Attendance Policy for their courses; and 3) questioned if the last sentence is in violation of other attendance policies such as the Religious Holiday Policy.

C. General Education: Joanna Hersey, Chair

No report.

D. Academic Support Services: Larry Arnold, Chair

Committee received summary report of activities from Dr. Arnold.

- i. Library reported increase usage this semester. They are currently conducting a search for two librarians.
- ii. Writing Center reported continued increase in usage. Usage is up approximately 30% this semester.
- iii. CAE reports an increase in Hawk Alerts and that course tutors and Academic Mentors are still needed.
- iv. Disability Support Services reported they are hosting the Vision Strengthen Arts Festival on campus on October 23.

Dr. Arnold reported that confusion still exist on who can vote on the Academic Support Services Committee. Governance Committee began addressing this concern last year. Will refer this back to Governance Committee.

VI. Old Business

None

VII. New Business

Committee member requested that at a future meeting the QEP process be discussed especially the QEP requirements for transfer students and second degree students, availability of courses, and needed faculty and education. The processes that the QEP committee uses to review transfer courses from other universities and other issues relating to QEP courses for transfer students were reviewed. At present 15% of all QEP courses are online.

VII. Announcements

None.

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IX. Adjournment

The meeting was adjourned at 4:32 PM

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Appendix B

Actions Requiring only AA Chair Signature

1. Proposals from the Department of Educational Specialties

4.1 Course Proposal: Revise the course RDG 3200 (Diagnosis and Remediation of Reading Difficulties), which will now be called Assessment of Reading Difficulties I. This a three hour course that is the first assessment course taken in the undergraduate coursework in the reading education concentration. This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education, RDG2000, and 2.0 QPA. This course is required for the undergraduate reading concentration.

Rationale: This change is in response to the needs of the Elementary Education and Special Education programs to become aligned with new legislated assessments in teaching reading that pre-service teachers will need to take to become licensed in North Carolina.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

RDG 3200 ~~Diagnosis and Remediation~~ Assessment of Reading Difficulties I

Hours: 3

Prerequisites: Admission to Teacher Education, RDG2000, and 2.0 QPA

Required: Yes (already required in program)

Course description: This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education, RDG2000, and 2.0 QPA. This course is required for the undergraduate reading concentration.

Course title: Assessment Reading I

Code: LEC

2. Proposals from the Department of Chemistry and Physics

5.1 Course Proposal: minor revision of course description for CHM 4200 "Forensic Chemistry" to remove sentence that prescribes a specific course format; add sentence regarding nature of included laboratory work

Rationale: improve clarity and flexibility

Dept vote: 17 for; 0 against; 0 abstain
 Affect others: No
 Departments affected and how:
 Affected Chair: Off
 Cross listing: No
 Articulation: No
 Additional Resources: no
 Additional Resources required:

COURSE DESCRIPTIONS:

CHM 4200 Forensic Chemistry

Hours: 4

Prerequisites: CHM 2270, 3110

Required: No

Course description: An examination of chemical theories and practices related to the analysis of physical evidence in criminal investigations. Included laboratory work will emphasize the use of analytical instrumentation commonly encountered in modern crime labs. Three one-hour lectures and one three-hour laboratory meeting weekly. Credit, 4 semester hours. PREREQ: CHM 2270 and 3110.

Course title: Forensic Chemistry

Code: LEC (LAB???—how is it currently coded?)

3. Proposals from the Department of Sociology and Criminal Justice

6.2 Program Proposal: In the Minor in Terrorism Studies Program, it is proposed that CRJ 3440, Organized Crime and CRJ 3520 (SOC 3520), Human Trafficking and Slavery be added as electives.

Rationale: From a subject matter perspective, the growing links between terrorism, transnational organized crime, and human trafficking and slavery are irrefutable. These courses give our students further options to meet program requirements.

Dept vote: 17 for; 0 against; abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Additional Resources: No

Additional Resources required:

TERRORISM STUDIES MINOR

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The

program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

Requirements for a Minor in Terrorism Studies:	Sem. Hrs.
Core Courses: CRJ 2010, CRJ 4200, CRJ 4230	<u>9</u>
Electives: Select three of the following courses: CRJ 3440, CRJ 3520 (SOC 3520), CRJ 4210, CRJ 4220, REL/PLS 3025, REL 3280, PLS 4170, PLS 4190	<u>9</u>
Total:	<u>18</u>

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Appendix C

Actions Requiring AA Approval Only

Proposals from the Department of Educational Specialties

4.2 Course Proposal: To create the course RDG 3400, which will be a three hour course that is the second assessment course taken in the undergraduate coursework in the reading education concentration. This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education, RDG2000, and 2.0 QPA. This course is required for the undergraduate reading concentration.

Rationale: This change is in response to the needs of the Elementary Education and Special Education programs to become aligned with new legislated assessments in teaching reading that pre-service teachers will need to take to become licensed in North Carolina.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

◆ **COURSE DESCRIPTIONS:**

RDG 3400 Assessment of Reading Difficulties II

Hours: 3

Prerequisites: Admission to Teacher Education, RDG2000, and 2.0 QPA

Required: Yes (will replace RDG 3300 in program requirements; program proposal coming later)

Course description: This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education, RDG 3200, and 2.0 QPA. This course is required for the undergraduate reading concentration.

Course title: Assessment Reading II

Code: LEC

Course Syllabus

**University of North Carolina at Pembroke
Teacher Education Program**

Accredited by:

*National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)*



Preparing teachers who are

committed, collaborative, and competent

◆ **RDG3400**

Assessment of Reading Difficulties II
Fall 2014/Blended (Online & Face-to-Face)
Education Building Thursdays, 5:30-8:30PM

CONTACT INFORMATION

- ◆ **Professor:**
- ◆ **Email:**
- ◆ **Phone:**
- ◆ **Office Hours:** My office is located in.

DISTANCE/ONLINE LEARNING

- ◆ Distance learning is self-directed learning and requires a high level of responsibility, dedication and self-discipline.
- ◆ In this course, you are responsible for your own work, progress, and grade.
- ◆ To succeed, you must adhere to the requirements and policies outlined in the syllabus, participate in all online class activities, and submit assignments on time. NO LATE assignments are accepted in this course.

- ◆ If you have never taken an online course before, it is highly recommended that you complete the "Online Orientation for New Students" at:
<http://www.uncp.edu/ced/online/online.html>
- ◆ When technology fails, it is NOT a legitimate excuse to "miss" class or NOT to hand in work. Again, this course has a NO LATE assignment policy.
- ◆ If you experience any technical difficulty, it is YOUR responsibility to contact the UNCP HelpDesk at: 910-521-6260. They are wonderful resource and will help you resolve your problem in a timely manner. I call them all the time!

E MAIL REQUIREMENTS:

- ◆ All e mail correspondence for this course must be through the university's Bravemail e mail system. For more information, go to: <http://www.uncp.edu/ucis/accounts/>.
- ◆ When sending an e mail to me, the following information is required in the subject heading of your e mail: **Full Name/RDG3201/Issue**.
- ◆ For example: If my name is Jane Smith and I have a question about Assignment 1, I would put the following information in the subject heading of my e mail: **Jane Smith/RDG3201/Assignment 1**
- ◆ E mails that do NOT contain this information will NOT receive a response!
- ◆ Again, e mails that do NOT contain this information will NOT receive a response.

TECHNOLOGY REQUIREMENTS

- ◆ An active UNCP Bravemail/E mail account
- ◆ Daily access to Blackboard (computer, printer, and internet connection)
- ◆ **UNCP recommends Mozilla Firefox for online courses.**
- ◆ If you have any other questions about technology requirements, please contact the UNCP Help Desk at: 910-521-6260.

COURSE DESCRIPTION

This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, and spelling assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading writing, and spelling acquisition, factors that impact literacy success or failure and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom assessments for the purpose of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience required. Credit: 3 SH. PREREQ: Admission to Teacher Education, RDG 2000 and 2.0 QPM. This course is required for the undergraduate reading concentration.

TOPICS TO BE COVERED (include, but shall not be limited to):

1. Factors that contribute to reading disabilities
2. Identification of reading difficulties
3. Diagnosis of reading difficulties
4. Assessment of reading difficulties
5. Processes and procedures of reading difficulties
6. Observation, interest and attitude assessments, interviews, authentic assessments, and Informal Reading Inventories (IRIs) and other measures of assessment.
7. Intervention strategies used to remediate spelling, reading, and writing difficulties

CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:

Conceptual Framework

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the

highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.

The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master's degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.

North Carolina Professional Teaching Standards

Standard 1: Candidates demonstrate leadership

- a. Candidates lead in their classrooms
- d. Candidates advocate for schools and students.
- e. Candidates demonstrate high ethical standards

Standard 2: Candidates establish a respectful environment for a diverse population of students

- a. Candidates provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Candidates embrace diversity in the school community and in the world.
- c. Candidates treat students as individuals
- d. Candidates adapt their teaching for the benefit of students with special needs.
- e. Candidates work collaboratively with the families and significant adults in the lives of their student

Standard 3: Candidates know the content they teach

- a. Candidates align their instruction with the *North Carolina Standard Course of Study*.
- b. Candidates know the content appropriate to their teaching specialty.
- d. Candidates make instruction relevant to students.

Standard 4: Candidates facilitate learning for their students

- a. Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- c. Candidates use a variety of instructional methods.
- e. Candidates help students develop critical-thinking and problem-solving skills
- g. Candidates communicate effectively
- h. Candidates use a variety of methods to assess what each student has learned.

Standard 5: Candidates reflect on their practice

- a. Candidates analyze student learning

STANDARDS FOR READING TEACHER CANDIDATES

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.

COMPETENCIES/GOALS

Students completing this course will:

1. Become familiar with various types of reading assessments and interventions that students require at emergent, early, and fluent literacy stages.
2. Assess a student's reading difficulties and implement instructional strategies to help remediate the difficulties.
3. Interpret informal assessments to evaluate and diagnose reading difficulties.
4. Administer, score, and interpret data from an Informal Reading Inventory (IRI) to establish a baseline reading level for students K-12.
5. Become familiar with informal assessments to measure reading interests, attitude, spelling, and writing skills for students K-12.
6. Write a case study report describing pre/post assessments, intervention strategies, and future instructional recommendations for teachers and parents.

COURSE OUTLINE

- ◆ Factors that contribute to reading disabilities
- ◆ Identification of reading difficulties
- ◆ Diagnosis, assessment, processes, and procedures of reading difficulties
- ◆ Observations, interest and attitude assessments, interviews, authentic assessments, and Informal Reading Inventories (IRIs), spelling, writing, and other possible measures of assessment.
- ◆ Intervention strategies used to remediate spelling, reading, and writing difficulties

TEXTBOOK REQUIREMENTS

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2010). *Words their way: Word study for phonics, vocabulary, and spelling instruction (4th ed)*. Upper Saddle River, NJ: Pearson.

Johnston, P. (2004). *Choice Words*. Portland, ME: Stenhouse Publishers.

Leslie, L. & Caldwell, J. (2011). *Qualitative Reading Inventory-5*. Boston: Pearson.

McKenna, M.C. & Dougherty-Stahl, K.A. (2009). *Assessment for Reading Instruction*. (2nd ed.). New York: The Guilford Press.

INSTRUCTIONAL STRATEGIES

- ◆ The content of the course will be developed using large group and small group discussions.
- ◆ Interactions will occur on campus and online through Blackboard (Bb).
- ◆ Students will complete field experience hours in class, through videos, and in a public school setting.

- ◆ The final exam will be in the form of a written and verbal presentation during the last week of class.
- ◆ All students are expected to complete periodic online assignments via Bb throughout the semester.

COURSE ASSIGNMENTS

Tutoring: Assessment, Diagnosis, and Instruction in Reading (500 points)

-Participants will work with a student in a one-on-one tutoring situation by securing a field placement in a public school setting. It is my hope that the majority of students will be able to work with an assigned student at a designated school. This will be discussed during our first class session.

-Participants will administer and complete a written reflection on the following assessments and interventions for a total of 10 tutoring sessions:

1. An in-depth reading/writing interview & interventions
2. The authentic assessment & interventions
3. The reading survey & interventions
4. Running Record & interventions
5. Possible interpretation of Reading 3D assessment
6. Qualitative Reading Inventory (QRI) & interventions
7. Spelling Assessment & interventions
8. Writing Assessment & interventions

-Each tutoring session and write-up is worth 50 points each for a total of 500 points.

-Each write-up will follow the tutoring outline available on the RDG3201 Blackboard site under the "Assignments Tab".

-Participants will organize all documents and write-ups generated from these tutoring experiences into a portfolio that will be shared at the mid-semester and at the end of the semester.

Reading Response Assignments (200 points)

-Participants will create and complete a reading response for the following required RDG3201 texts: Choice Words and a selected book (from choices provided). The requirements for this reading response assignment will be constructed together the first time we meet face to face. The full assignment description will be posted on the RDG3201 Blackboard site under the "Assignments" tab.

In-Class Presentations (200 points)

-Participants will be required to prepare two short presentations to the class:

- 1) Intro Presentation: Introduction to student; Results from assessment data; Ideas for intervention
- 2) Final Presentation: Slides from the first presentation; List of materials read out loud to the student; List of books student read independently; List of spelling activities completed; Writing samples and progression; What I learned about reading and reading strategies used

The first presentation will occur after the initial assessments, and the final presentation will occur at the end of the semester.

Final Exam/Field Experience/Tutoring Activity (100 points)

Two final tutoring sessions with your student will serve as the culminating assignment for this course. We will construct the outline of what these two tutoring sessions will look like together in class.

Details will be posted on the RDG3201 Blackboard site.

EVALUATION/GRADING SCALE

A	940-1000	C+	770-799	D-	600-629
A-	900-939	C	730-769	F	Below 600
B+	870-899	C-	700-729		
B	830-869	D+	670-699		
B-	800-829	D	630-669		

Final grades for the course will be determined by student participation, progress, instructor assessment, field experience, and successful completion of all required assignments as described in this syllabus. A discussion of participation, progress, and performance follows.

Participation

- Follow directions the first time they are given and attend class.
- Complete all assignments on time as there is a **NO LATE assignment policy in this course.**
- Read all assigned texts thoroughly and with deep understanding.
- Dress and act professionally just as you would if you were teaching. (Dress well, act well, learn well.)
- Set and achieve specific personal learning goals, ask good questions, and share regularly. Quality communication is required for quality teaching and learning.
- Ask for help when you need it and take the advice you are given. Be smart.
- Bottom line: Your attendance and punctuality reflect your professionalism and will affect your overall grade for this class. **You must attend and participate in ALL class sessions. If you miss a class session your grade will drop from an "A" to "A-", from an "A-" to a "B+", etc...**

Note: Pagers, cell phones, and other types of telecommunication equipment are prohibited from use during class and must be turned OFF or to VIBRATE during face to face class sessions.

Progress/New Learning

Required Readings: In order to learn about teaching reading you must read. In order to be a teacher of reading you must BE a reader. It is expected that you will read new-to-you children's literature book titles during this class to become familiar with what your student is reading.. In order to motivate students with titles and authors, you must be familiar with and know the names of great titles and authors. The only way to accomplish this well is to read good titles by great authors. It is also expected that you will read regularly from the required textbook for this course. All reading assignments are available at the beginning of the semester and must be completed by the DUE DATE as there are no late assignments accepted in this course.

Field Experience: In order to learn about teaching reading you must experience teaching in the field. In addition to your tutoring sessions throughout the semester, it is expected that you will teach reading as much as you possibly can under formal and informal circumstances with kids in *any* setting. It is also expected that you will *watch* people teach reading as much as you possibly can. Your field experience in this class will weigh more heavily on your progress grade than any other requirement. Because you can't learn to teach reading without teaching it and watching other people teach it.

Performance

Performance refers to the quality of your work this semester. In order to measure your performance this semester, you are expected to hand in high quality work all semester long with respect to your fieldwork, reading response assignments, and the presentation of your final project.

TENTATIVE COURSE SCHEDULE

***Please see the "Schedule -Tentative" tab on Blackboard!

UNIVERSITY POLICIES

Class Attendance

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

Disability Access Policy

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and

the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695. <http://www.uncp.edu/dss/faculty/>

Plagiarism

Plagiarism will not be tolerated. According to the UNCP Teaching and Learning Center Website examples of plagiarism include:

- Failing to properly cite a resource used in a paper
- Failing to assign quotations to information used verbatim from another source
- Improperly paraphrasing information from another source
- Copying and pasting information verbatim from another resource without proper citation
- Handing in someone else's work as one's own
- Downloading a paper, free or fee-based, from the Internet and using it as your own

Additional information regarding plagiarism can be found at <http://www.uncp.edu/tlc/plagiarism/understanding.htm>. If available, papers submitted may have to be submitted through plagiarism detection software. Penalties for plagiarism will include a zero for the assignment and/or an F in the course.

Student Academic Honor Code

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. Please consult the UNCP Student Handbook for a complete description of the Honor Code.

A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

UNIVERSITY WRITING CENTER

The staff will assist students with writing assignments at any stage of the writing process. The center is open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168.

UNIVERSITY RELIGIOUS HOLIDAY POLICY

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has

been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

UNIVERSITY EMERGENCY INFORMATION

Hotline: 521-6888

website: www.uncp.edu/relations/eih.htm

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor.

◆ NOTIFICATION OF TEACHER RESEARCH

As a Teacher Researcher, I routinely collect, analyze, interpret and report on data with respect to my courses. This allows me to not only improve my skills as a teacher, but it also adds to the knowledge of good teaching that can be shared with others in the field. Observations, records of course meetings and teacher/student exchanges, journals, field notes, and samples of student work all fall within the realm of access by the Teacher Researcher. If you prefer that your work NOT be considered for purposes of research, please communicate this desire to me in writing.

BIBLIOGRAPHY

- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2010). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed). Upper Saddle River, NJ: Pearson.
- Crawley, S. J. & Merritt, K. (2009). *Remediating reading difficulties* (5th Ed.). Boston: McGraw-Hill Higher Education.
- McKenna, M.C. & Dougherty-Stahl, K.A. (2009). *Assessment for Reading Instruction* (2nd Ed.). New York: The Guilford Press.
- Swearingen, R. & Allen, D. (2000). *Classroom assessment of the reading processes*. (2nd Ed.). Boston: Houghton Mifflin Company.
- Woods, M. L., & Moe, A. J. (2006). *Analytical reading inventory*. Upper Saddle River, NJ: Prentice-Hall.
- Leslie, L. & Caldwell, J. (2007). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* Boston, MA: Pearson Education, Inc.

REFERENCING in APA

◆ Journal articles:

- Schickendanz, J. (1978). Please read that story again. *Young Children*, 33 (5), 48-56.

Books:

- Vacca, J. L., Vacca, R. T., & Gove, M. K. (1995). *Reading and learning to read* (3rd ed.). New York: Harper Collins College Publishers.

Internet Sources:

- Clark, G. C. (1996). Medications to treat ADHD. A.D.D. Clinic.
<http://www.addclinic.com/>

Proposals from the Department of Educational Specialties

4.3 Course Proposal: To add the course RDG 4000, which will be a three hour course that is will be a new course focusing on the best reading instructional practices in the undergraduate coursework in the reading education concentration. This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the elements are used in correcting reading problems. This course allows pre-service teachers to understand the roles of diversity, individual

needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. Credit: 3 semester hours. PREREQ: 2.0 QPA and RDG 2000. This course is required for the undergraduate reading concentration.

Rationale: This course is in response to the needs of the Elementary Education and Special Education programs to become aligned with new legislated assessments in teaching reading that pre-service teachers will need to take to become licensed in North Carolina.

Dept vote: 9 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

◆ **COURSE DESCRIPTIONS:**

RDG 4000 Best Practices in Reading

Hours: 3

Prerequisites: 2.0 QPA and RDG 2000

Required: Yes (program proposal coming later)

Course description: This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the elements are used in correcting reading problems. This course allows pre-service teachers to understand the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. Credit: 3 semester hours. PREREQ: 2.0 QPA and RDG 2000. This course is required for the undergraduate reading concentration.

Course title: Best Practices in Reading

Code: LEC

Course Syllabus

***Preparing professional educators who
are committed, collaborative, and competent***

**University of North Carolina at Pembroke
2013**

Teacher Education Program Accredited by:
National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)



RDG 4000 Best Practices in Reading

Professor:

Contact Information: Phone: (910) 521- (w)
Email: @uncp.edu

Office Location: Education Building

Office Hours:

****This is a Hybrid Course with blended online classes****

Course Description:

RDG 4000: Best Practices in Reading-This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the elements are used in correcting reading problems. This course allows pre-service teachers to understand the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. Credit: 3 semester hours. PREREQ: 2.0 QPA and RDG 2000.

CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:

Conceptual Framework

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.

The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master's degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

Standard 1: Candidates demonstrate leadership

- b. Candidates lead in their classrooms
- d. Candidates advocate for schools and students.
- e. Candidates demonstrate high ethical standards

Standard 2: Candidates establish a respectful environment for a diverse population of students

- b. Candidates provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Candidates embrace diversity in the school community and in the world.
- c. Candidates treat students as individuals
- d. Candidates adapt their teaching for the benefit of students with special needs.
- e. Candidates work collaboratively with the families and significant adults in the lives of their student

Standard 3: Candidates know the content they teach

- b. Candidates align their instruction with the *North Carolina Standard Course of Study*.
- b. Candidates know the content appropriate to their teaching specialty.
- e. Candidates make instruction relevant to students.

Standard 4: Candidates facilitate learning for their students

- b. Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- c. Candidates use a variety of instructional methods.

- e. Candidates help students develop critical-thinking and problem-solving skills
- g. Candidates communicate effectively
- h. Candidates use a variety of methods to assess what each student has learned.

Standard 5: Candidates reflect on their practice

- b. Candidates analyze student learning

STANDARDS FOR READING TEACHER CANDIDATES (2010)

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.

Course Competencies:

Students completing this course will be able to demonstrate the following:

1. Understand central concepts of the reading and language arts framework/North Carolina Common Core and Essential Standards.
2. Demonstrate the ability to plan and facilitate effective literacy/language arts learning opportunities for diverse populations of students (eg. ESL, Special Needs, Gifted).
3. Understands the central concepts of reading (vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning, prior knowledge) and can create learning experiences for these concepts.

4. Demonstrate an understanding of the major theories of language development and language acquisition. Specifically to demonstrate the knowledge of child growth and development as related to literacy.
5. Will use a variety of instructional methods to create opportunities to help students develop critical thinking, problem solving, and effective use of 21st Century technology for students and as tools for instruction in literacy/language arts across the curriculum.
6. To become familiar with the kinds of teacher and student resources used to teach reading/language arts.
7. Will develop literacy/language arts learning experiences/assignments and understand learning principles that will motivate and actively engage students in the learning of the reading process as related to the best practices and latest research on teaching reading.
8. Will research the latest reading approaches/programs and understand the opportunities for continued professional growth in the area of reading and reflect on these methods.
9. To become aware of professional resources and organizations that support and inspire reading/language arts teachers.
10. Observe and develop a relationship with the public school teachers.
11. Students will participate in a service learning activity related to literacy to develop their leadership skills.



◆ **Technology Requirements:**

Regular daily access (including weekends) to the Internet.

- Active UNCP Student (LAN) account (more at <http://www.uncp.edu/ucis/accounts/>)
- An Internet connection --- speed minimum: 28.8 kbs
- A web browser such as Mozilla FireFox that can accommodate both JavaScript and Java-Blackboard has issues with Internet Explorer.
- UNCP email account- Students must acquire and maintain access to TaskStream and know how to upload artifacts and reflections to that site.
- Candidates are to have an active UNC-P Brave Mail account and access to Brave Mail prior to the start of the first week of class.
- All email communications from the instructor will be sent to the student's Brave Mail account. Students are asked to check it several times each day. Students are also asked to check the announcements portion of our Bb site at least once each day.
 - Students are to put their name and RDG 3XXX in the subject line of all emails to the professor. Emails without a student's name will not be answered.
 - Candidates are expected to use grammatically correct, standard English in all communications to me. Electronic communications in texting formatting will not be answered.
 - Texting format is not to be used in postings to our Blackboard site or emails to the instructor.
- Microsoft Word
- PowerPoint
- Excel
- Plug-ins

- RealPlayer G-2
 - Adobe Acrobat Reader
 - Macromedia Flash Player
- If you are having issues with your classmates' inability to open your documents then please save documents in either RTF (Rich Text Format) or a later version of Word so those without Word 2007 will be able to open the documents. Please select "Save as Word 97-2003" when you save a document.
- **Use this link to help with issues of newer versions of Excel, PowerPoint, and Word and with the older platforms of Microsoft Office**
<http://support.microsoft.com/kb/924074>
- Candidates who are new to Blackboard are to complete the Blackboard tutorial.
- Candidates are expected to run a weekly virus scan.
- Candidates are urged to save a copy of submitted work in two places. **Back up your flash drives and hard drives as well.**

Methods of Teaching:

Research findings show that the more actively you are engaged in a class and with the course content, the more you will learn. Regardless of the constraints of class size and classroom arrangement, this course will be structured to actively involve you in learning. In RDG 4000, a variety of methods and materials will be utilized to insure that you learn the course content, develop critical leadership skills, and grow as self-directed, career-long learners. The use of multiple instructional strategies is designed to provide you with opportunities to process the course information effectively (e.g., to connect it with prior learning and experiences, to make connections with other facts or ideas, to give related examples), to learn through social interaction, and to have your individual learning styles or learning preferences respected and addressed. Listed below are some of the instructional tools that may be employed:

1. The content of the course will be developed using a seminar approach, small and large group discussions, and blended online activities. Students will be involved in a thread of learning activities that will interrelate with the seminar as online activities, student presentations, group work, reflection, conferencing, electronic communication, media analysis, field work, and inquiry activities (leadership project and research project).
2. Use of technology (e.g., Blackboard Course Site, word processing, telecommunications, multimedia integration) to enhance teaching and learning.

◆ **Required Texts: (POSSIBLE TEXTS BELOW)**

Cunningham, Patricia M. & Richard L. Allington. (2010). *Classrooms that work; they can all read and write* (6th ed.). Pearson: New York.

Tompkins, G.E. (2013). *Literacy for the 21st Century: A Balanced Approach*. (6th ed.). Pearson: New York.

◆ *Miller, D. (2012). Reading with meaning. (2nd ed.). Portland, ME: Stenhouse.*

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., & McKeon, C. (2012). *Reading and learning to read*. (8th ed.). New York: Allyn & Bacon.

Gunning, T. (2013). *Creating literacy instruction for all children*. (8th ed.). Boston, MA: Pearson.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Bibliography of Suggested Readings:

- Bender, W.N. & Larkin, M.J. (2009). *Reading strategies for elementary students with learning difficulties*. (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Birch, B.M. (2007). *English L2 Reading: Getting to the bottom*. (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Burns, P.; Roe, B.; & Smith, S. (2011). *Teaching reading in today's elementary schools*. (11th ed.). Boston: Houghton Mifflin Company.
- Butler, D. (1998). *Babies need books*. Portsmouth, NH: Heinemann
- Chambers, A. (2011). *Tell me: Children reading & talk with The reading environment*. Gloucestershire, UK: Thimble Press.
- Cooper, K. (2004). *Growing readers: Units of study in the primary classroom*. Portland, MA: Steinhouse Publications.
- Cooper, J.D.; Kiger, N.D.; Robinson, M.D. & Slansky, J. A. (2012). *Helping children construct meaning*. (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Cox, C. (2013). *Teaching language arts*. (7th ed.). New York. Pearson Education, Inc.
- Farstrup, A.E. & Samuels, S.J. eds. (2008). *What research has to say about vocabulary instruction*. Newark, DE: International Reading Association.
- Fletcher, R. & Portalupi, J. (2007). *Craft lessons: Teaching writing K-8*. Portland, ME: Stenhouse Publishers.
- Flood, J.; Lapp, D.; Squire, J. R.; & Jensen, J. (2005). *Methods of research on teaching the language arts*. (2nd ed.). Mahwah, New Jersey: Lawrence Erlbaum, Inc.
- Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. New York: Mariner Books.
- Greenlaw, J.C., & Ebenezer, J.V. (2005). *English language arts and reading on the Internet - A resource for k-12 teachers*. (2nd ed.). Upper Saddle River, N.J.: Merrill/Prentice-Hall.
- Hindley, J. (1996). *In the company of children*. Stenhouse: York, Maine
- Hinkel, E. and Fotos, S. (Eds.). (2002). *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Holdaway, D. (1979). *Foundations of literacy*. Sydney, Australia: Ashton Scholastic.
- Hoyt, L. (2005). *Spotlight on comprehension: Building a literacy of thoughtfulness*. Portsmouth, NJ: Heinemann.
- Johns, J.L. & Berglund, R.L. (2006). *Fluency: Strategies and assessments*. (3rd ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Kuder, S. J. & Hasit, C. (2001). *Enhancing literacy for all students*. Englewood Cliffs, NJ: Prentice-Hall.
- May, F. B. (2006). *Teaching reading creatively*. (7th ed.). Columbus, OH: Pearson Education.
- McGregor, T. (2007). *Comprehension connections*. Portsmouth, NH: Heinemann.
- Miller, W. (2000). *Strategies for developing emergent literacy*. Boston: McGraw Hill.
- Muschla, G.R. (2004). *The writing teacher's book of lists*. (2nd ed.). San Francisco, CA: Jossey-Bass.
- Norton, T. & Land, B. (2012). *50 literacy strategies for beginning teachers, 1-8*. (3rd ed.). Boston: Pearson.
- Opitz, M.F., Rubin, D. , and Erikson, J. (2011) *Reading Diagnosis and Improvement*. Boston: Pearson.
- Peterson, R., & Eeds, M. (2007). *Grand conversations: Literature groups in action*. New York: Scholastic Inc.
- Peterson, R. (1992). *Life in a crowded place: Making a learning community*. Portsmouth, New Hampshire: Heinemann.
- Peterson, D. & VanDerWege, C. (2002). Guiding children to be strategic readers. *Phi Delta Kappan*, 83(6), 437-439.
- Polette, Keith. (2005). *Read & write it out loud!* Pearson/A&B: Boston, MA.
- Portalupi, J. & Fletcher, R. (2001). *Nonfiction craft lessons: Teaching information writing K-8*. Portland, ME: Stenhouse Publishers.
- Ray, K. W. (1999). *Wondrous words: Writers and writing in the elementary classroom*. Urbana, IL: NCTE.
- Reiss, J. (2008). *102 content strategies for English language learners: Teaching for academic success in grades 3-12*. Upper Saddle River, N.J.: Pearson.
- Reutzel, D.R. & Cooter, R.B. (2004). *Teaching children to read: Putting the pieces together*. (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Reutzel, D.R. & Cooter, R.B. (2011). *Strategies for reading assessment and instruction*. (2011) Boston: Pearson.
- Richards, J.C. & Gipe, J. (2000). *Elementary literacy lessons: Cases and comments from the field*.

Mahwah, NJ: Lawrence Erlbaum Publishers.
 Routman, R. (1994). *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.
 Ruddell, R.B., & Unrau, N.J. (Eds.). (2004). *Theoretical models and processes of reading*. (5th ed.). Newark, DE: International Reading Association.
 Short, K. G. & Pierce, K. M., eds. (1998). *Talking about Books: Literature Discussion Groups in K-8 Classrooms*, revised edition. Portsmouth, NH: Heinemann.
 Wilhelm, J.D. (2002). Action strategies for deepening comprehension. New York: Scholastic.
 Wilks, S. (1995). *Critical & creative thinking: Strategies for classroom inquiry*. Heinemann: Portsmouth, NH.

Journals:

Literacy Teaching and Learning: An International Journal of Early Literacy
The Reading Teacher
Elementary School Journal
Reading Research Quarterly
English Journal
Journal of Reading Behavior
Harvard Educational Review
Language Arts
Journal of Reading Behavior
Journal of Adult and Adolescent Literacy
Reading Improvement
Action in Teacher Education
Reading Psychology
College of Reading Association Yearbook
Reading Research and Instruction
Educational Researcher
Research in the Teaching of English
Review of Educational Research
The Journal for Literacy Research
Educational Leadership
The Kappan

Course Administration:

A. **ATTENDANCE /CONTACT WITH PROFESSOR/CONDUCT** In class discussions, on line participation in discussions, SSR and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend **ALL** scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. **It is the student's responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional.** Your attendance and punctuality reflect your professionalism. I fully expect you to do your part to be successful in this course, and you can expect me to make every reasonable effort to assure that outcome. Therefore, I encourage you to send me an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance. Therefore, I encourage you to send me a text, an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance. I have given you my personal cell phone number for emergencies only- please do not abuse this privilege and please do not call my cell phone number after 9:00PM.

CONDUCT IN CLASS

- 1) *Communication/Discussion*: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line" i.e. Ad Hominem commentary will not be permitted. Try not to dominate class discussions, but also realize that your input is important to the success of this course.

- 2) **Academic Honor Code: Students are expected to adhere to the Honor Code and to see http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf of the Student Handbook for a complete description of the Honor Code that outlines standards for classroom behavior this is also included at the end of this syllabus.**
- 3) *Visitors/Children in Class:* Anyone other than an enrolled student is not allowed to attend class without the permission of the professor. I know you are parents and child care issues may arise at times. Please make arrangements for childcare.
- 4) ****PLEASE NOTE**CELL PHONE USAGE** It is a violation of the University's Code of Conduct & it is prohibited for a UNCP student to: 1. Violate the Academic Honor Code & 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs. *THEREFORE* Pagers, cellular phones and other types of telecommunication equipment are prohibited from use during class. Be sure that any pagers, phones or other equipment is turned OFF during the class period. If you have a special need to have your pager or phone "on" during class, you will need to give the professor prior notice and you will need her approval.

B. CLASS PARTICIPATION & ASSIGNMENT SUBMISSIONS. You are expected to complete all assignments and prepare to participate in discussions for each class session. See class schedule for specific discussion items for each week. *Participating* in class means you are part of a community of learners therefore you are expected to engage actively in group discussions, contribute ideas and information, and you will bring before the group issues, concerns, problems, proposals, and policies relevant to course topics and discussions. Ask questions of the professor and respond to the comments of your peers in the class. Also, you are expected to provide feedback in relation to the reading assignments, respond to your peers' discussion input, share personal reflections and offer critique of ideas presented when appropriate. Both oral communication (e.g., discussion groups) and written/word-processed records (e.g., online discussions) of the thinking evoked by reading assignments and other course content are important processes and products for RDG 4000. Unquestionably, the more actively you are involved in the class and with the course content, the more you will learn and the more you may be able to enhance the learning experience for others.

Assignments in this course have been designed for you to work independently, with a peer, or with a small group of peers. Written/word-processed assignments, oral presentations, and/or projects must be ready at the beginning of the class period on the due date unless the professor indicates otherwise in class. An assignment submitted late will result in a lower grade. For example if the assignment is submitted one day late the highest a student could make on the assignment is B, an assignment submitted two days late= C, three days late=D (please submit assignments on time). All course requirements must be successfully completed in order to receive credit for the course. Compose all written/word-processed assignments using a 12-point font (e.g., Times Roman, Courier, or Arial) and double-spaced. Unless otherwise stated all assignments need to be uploaded into Blackboard not email. If I ask for printed assignments submit them as per the requirements fastened with a single staple. The bibliographic or reference format guide to be used for all assignments will be the "*Publication Manual of the American Psychological Association*" [6th edition]. **Written/word-processed assignments must also be submitted online via the assignments link in Blackboard** in Microsoft Word format (.doc) or rich text format (.rtf). I cannot open Pages documents so DO NOT use this format. Allow one-inch margins on all sides and be sure to number pages. Include/attach a coversheet to all assignments that includes the following information: Title of assignment, University of North Carolina at Pembroke, Course title & number, your name, date. All written assignments should be word-processed on a computer. **You are expected to carefully proofread and edit all work produced and/or submitted for the course.**

Papers, reading responses, or presentation materials that do not meet expectations for undergraduate level work will be returned for revision ("repair"); any assignments returned for revision will not receive the full credit for the assignment, the highest any resubmitted assignments could earn would be a B+.

****Your assignments, evaluations, and class participation comprise the grade that you earn in this class. **The professor does not give grades.** It is your responsibility to be **proactive** in your learning in this

class. If you do not understand a learning activity or assignment that you are required to do please ask questions and get clarification from the professor before you do the assignment. It is too late to affect any change to your grade after the assignment is graded and recorded or after the course has ended.****

C. POSSIBLE CHANGES TO COURSE REQUIREMENTS/ACTIVITIES/ASSIGNMENTS. The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate. Any changes in activities and assignments will be explained during class sessions and/or in postings to the Blackboard course site. Regular attendance, active participation in class activities, and frequent checking of the Blackboard course site are all essential actions on your part in order for you to meet all course requirements. **Any changes or revisions will be to the benefit of the student and never to disadvantage the student.**

D. EMERGENCIES/ADVERSE WEATHER: In the event of the professor's illness or adverse weather conditions your professor will communicate with you via the course Blackboard website and e-mail informing you whether class will be held on campus or online. It is important for you to check your e-mail and the Blackboard website frequently for class information. In the event that the professor is ill or adverse weather prevents conducting class on campus she will conduct class online via Blackboard. UNC-P's Adverse Weather Policy can be accessed at this link: <http://www.uncp.edu/ba/policies/fm/ps0900e.htm>

Course Requirements:

ASSIGNMENTS & POINT VALUES FOR GRADES

1. Class participation and attendance 300 points

Again online participation in discussions and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend **ALL** scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. **It is the student's responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional.** Your attendance and punctuality reflect your professionalism.

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you need to adhere to the policies outlined in the syllabus and assignment details. Attend all online class activities, including participation in small group email, responses to discussion work, and the timely submission of assignments.

2. Research Best Practice in Reading Assignment 200 points

(Interview with a lead/model/mentor teacher on best practices in reading & synthesizing a literature/research article related to a strategy/technique that is in the field of reading best practices) i.e. mini research project. More information and details will be given about the assignment.

3. Mini Leadership Project 300 points

Service learning through working to apply what has been learned in this course with children. Examples are participation with the American Indian Parent Workshop/African American Read-in to develop a literacy workshop experience/literacy lesson experience for children. More information and details will be given about the assignment.

4. Reading Resource Package 100 points

This will contain 5 games/reading activities that you will develop with handouts and instructions - Games/ activities need to be based around the **Five elements of reading**. This will be graded on

neatness-organization/grammar/presentation/soundness-best practice (5 x 20pts = 100). More information and details will be given about the assignment.

5. Additional Assignment/Final Exam points

100

CRITERIA FOR GRADES

◆ Evaluation

It is important to understand that although completing all the work is both useful and necessary; such completion alone does not necessarily qualify anyone for an A. It is necessary to satisfy the quantity requirements of this course, but it is equally important to satisfy the quality requirements also. Work, which merits a grade of A, must be pushed to levels of excellence. Work that is good merits a grade of B and so on down the line.

When you complete work, you need to take that work to task. Is it original in thought? Does the work do more than rehash readings? Does it develop ideas with depth? Does it use language with facility? Does it make unique, interesting, and practical assertions that are backed by substantive and thoughtful research? Does it have potential to be published outside the confines of this course? Does it have impact? Does it make the reader take notice? If so, then your work is in the ballpark of excellence.

Grading: A grade of A, A-, B+, B, B-, C, D, or F will be given for each assignment turned in. The final grade will be calculated, based on the points given below:

Assignment Points			Final Grades*	
PLEASE NOTE: Assignments are due at the start of class on their due date.			This course will be graded using an A to F plus/minus system as follows:	
Class Participation face to face and online as well as attendance	300	On-going evaluation	A = 970-1000	C = 770-799
Research Best Practice in Reading Assignment	200		A- = 930-969	C- = 750-769
Mini Leadership Project	300		B+ = 900-929	D+ = 700-749
Reading Resource Package	100		B = 870-899	D = 600-699
Additional Assignment/Final Exam	100		B- = 830-869	F = 599-000
Total points possibly earned in class	1000		C+ = 800-829	
*The final grade of "F" will be assigned to any student who does not complete <u>all</u> course requirements.				

Important University Information and Policies

THE UNIVERSITY'S POLICY ON CLASS ATTENDANCE

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (*UNCP Catalog* http://www.uncp.edu/catalog/html/acad_pol.htm)

ADA ACADEMIC ACCESS STATEMENT

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107 or call 910-521-6695. <http://www.uncp.edu/dss/faculty/> Go to the syllabus access statement on the page.

STUDENT CONDUCT & ACADEMIC HONOR CODE

http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf "According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct.

A UNCP student shall refrain from the following prohibited behaviors:

1. Violating the Academic Honor Code;

2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;
6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Neglecting to discharge all obligations to the University prior to the close of each semester;
8. Loitering around the residence halls after visitation hours have expired;
9. Disruptive and disorderly conduct;
- 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs;"**

Academic Honor Code:

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; therefore, grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. See the UNCP 2009-2010 Catalog or your Student Handbook for a complete description of the Honor Code. A student's name on an exam or written assignment in this course will be a statement of academic honor. Placing his/her name on the exam or written assignment will be an indication that he/she has not received or given inappropriate assistance in completing it and that the assigned report, activity, experience, or requirement has been completed by the student.

Plagiarism is difficult to define concisely because of the variety of ways for which it can be committed. Generally defined, plagiarism is fraudulently using someone else's ideas or work as one's own. However, educators agree that plagiarism is cheating, whether it is intentional or unintentional. The examples of plagiarism below should provide a better understanding.

- failing to properly cite a resource used in a paper
- failing to assign quotations to information used verbatim from a another source
- improperly paraphrasing information from another source
- copying and pasting information verbatim from another resource without proper citation

- handing in someone else's work as one's own
- downloading a paper, free or fee-based, from the Internet and using it as your own

The above information was copied directly from the UNCP Teaching and Learning Center Website that discusses plagiarism <http://www.uncp.edu/tlc/presentations/plagiarism/understanding.htm> and is an example of plagiarism.

Academic Honor Code from the Student Handbook:
http://www.uncp.edu/sa/handbook/rights_responsibilities.htm#honor

1. STATEMENT OF PRINCIPLES

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

2. ACTS THAT VIOLATE THE ACADEMIC HONOR CODE

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.a. Cheating. Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise (for example, on a test). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

2.1.b. Plagiarism. Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. Avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

2.1.c. Fabrication and Falsification. This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

2.1.d. Abuse of Academic Materials. This refers to intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

2.1.e. Complicity in Academic Dishonesty. Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. Simply stated, don't help someone else be dishonest.

3. PENALTIES FOR VIOLATIONS OF THE ACADEMIC HONOR CODE

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and penalties determined by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following:

3.2.a. a formal warning or reprimand;

3.2.b. a reduced grade (including F) for the assignment; and

3.2.c. a reduced grade (including F) for the entire course.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Charge of Academic Dishonesty form will be kept for ten years in the Office for Student Affairs. The purpose of this record-keeping is to deter

students from repeating offenses. A second purpose is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately.

3.3 The Campus Judicial Board (CJB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CJB may suspend the student from the university for a designated period of time (one semester, one year, etc.) or even dismiss the student from the university.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include:

- 3.4.a. the nature and seriousness of the offense;
- 3.4.b. the injury or damage resulting from the violation;
- 3.4.c. the student's motivation and state of mind at the time of the incident;
- 3.4.d. the student's prior disciplinary record; and
- 3.4.e. the student's attitude and behavior after the violation was committed.

CONTACT INFORMATION FOR UNCP:

University of North Carolina at Pembroke website: <http://www.uncp.edu>

Continuing Education and Distance Education webpage: <http://www.uncp.edu/ced>

University Police: 910-521-6235

UNIVERSITY EMERGENCY INFORMATION:

Hotline: 910-521-6888 website: <http://www.uncp.edu/relations/eih.htm>

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. "It is the policy of this University to protect employees, students, and visitors from adverse weather or other conditions of a serious nature. The University will remain open for classes unless there is a clear and present danger to the safety and welfare of students, faculty, or staff. It is recognized that in some individual cases travel may be hazardous even though closing is not warranted. In those cases, everyone is advised to take all reasonable precautions in coming to campus given his/her personal circumstances. ***As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor and/or supervisor.***"

PROFESSIONALISM

As an education major at UNCP, you should conduct yourself in a professional manner in all public arenas, in your classes, the schools, and in your contacts and collaborations with other teaching professionals and teacher candidates. Punctuality, preparation, and thoughtful participation in class activities are among the ways in which professionalism is demonstrated. Diplomacy, tact, patience, problem solving, risk taking, collegiality and reflective practice are others. Please exhibit these characteristics while you are a guest in another school. While completing your field experience requirements and participating in class it is important that you follow the school guidelines for teacher's dress code, cell phone use on school grounds and professional activities to make sure you are presenting yourself in a professional manner. For more information on North Carolina teachers' professional practice, visit http://www.ncpublicschools.org/teacher_education/conductcode.htm.

UNIVERSITY WRITING CENTER

The staff will assist students with writing assignments at any stage of the writing process. The center is open 9:00-5:00 Monday through Thursday and 9:00 to noon on Friday. Appointments are not necessary, although they are encouraged. Students may make appointments by calling 521-6168 or online here: <http://www.uncp.edu/writing/>.

NOTIFICATION OF TEACHER RESEARCH:

As a Teacher Researcher, I routinely collect, analyze, interpret and report on data as it concerns my courses. This allows me to improve the way I teach as well as to add to the body of knowledge we know about critical inquiry pedagogy. Normal observation, recording of sessions and teacher/student exchanges, teacher-initiated journals and field notes, and samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding the nature of pedagogy. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to me.

6. Proposals from the Department of Sociology and Criminal Justice

6.1 Course Proposal: Create SOC/CRJ 4520: Women and Crime

Instructor: Renee D. Lamphere, Ph.D.

Office: 218 Sampson Hall

Email: renee.lamphere@uncp.edu

Office Phone: 910.775.4084

“What we look for most in the female is femininity, and when we find the opposite in her, we must conclude as a rule that there must be some anomaly...”

-Cesare Lombroso, criminologist in the early 1900s

“I never felt like I could be the kind of girl my friends were anyway, so I just decided to be myself. I realized that the best way to get out of the house was to act like a boy, which meant doing boy-like things...not listening, fighting, breaking rules in school...Oh, I liked pretty dresses and to have my hair done, but I knew that would never get me anywhere. I just had to follow my own lead, even though it landed me in some bad places...like Rikers Island.”

-Letoya, 26 year old female detained on a drug charge from Beth Richie's, *Compelled to Crime*

Course Description: A study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Course Objectives: The purpose of this course is to allow students to come to a better understanding of the roles of women in criminology and the criminal justice system. This will be done in 4 sections: 1) Foundations of Women and Crime, 2) Female Crime & Delinquency, 3) Women as Victims and Survivors, and 4) Women as Criminal Justice Professionals. This will be accomplished by the following as learning objectives:

- 1) Understand the development of society's views of women in the criminal justice system.
- 2) Enhance awareness to the role of women in society and how this status relates to the role women play in the criminal justice system, as practitioners, victims and offenders.
- 3) Explore theories of female criminality.
- 4) Understand concepts related to feminism and feminist theories of crime.
- 5) Understand issues that are related to women as victims of crime.
- 6) Examine and recognize the role women play as criminal offenders.
- 7) Examine gender bias in the criminal justice system.
- 8) Explore the positions of women as practitioners within the system and issues they face.

Required Texts: There is a reading packet that each student is required to purchase for this course. Specific instructions will be provided in class.

Course Requirements: Grades for this course will be based on examinations, assignments,

a paper and paper presentation, and classroom participation.

Exams: There will be 4 section examinations for this course. These exams are non-cumulative, meaning each test will only cover material from the corresponding section. Each test is worth 50 points, for a total of 200 points toward your final grade

Assignments: There will be a number of both in and out of class assignments throughout the course of the semester. The assignments and their point value will be announced in class, and in total will be worth 150 points. **Please come to class each day with the assigned reading completed to ensure you are prepared for assignments.**

Paper and Presentation: Each student will be required to write an 8-10 page paper on a topic that relates to women and crime. A list of potential topics and specific paper requirements will be given at a later time. There will be due dates regarding this paper throughout the semester. The final paper will be worth 125 points toward your final grade.

In addition to the paper, students will be required to present the paper to the class in small groups. These groups will be set up as panels, which is a common occurrence at professional conferences. Specific information on panel presentations will be given at a later time. Paper presentations will be worth 25 points toward your final grade.

Classroom Participation: Students will be required to be active participants in the classroom. Participation will be considered not only in terms of quantity, but also quality of what is said in class. In order to participate, you must attend class. Feedback will be given throughout the semester regarding your participation. Participation is worth 100 points toward your final grade.

Grading: The grading breakdown is as follows:

Exams:	200 points
Assignments:	150 points
Final Paper:	125 points
Paper Presentation:	25 points
Class Participation:	100 points
TOTAL:	600 points

Final Grades:

A	= 93 – 100%	or 558 – 600 points
A-	= 90 – 92%	or 540 – 557 points
B+	= 87 – 89%	or 522 – 539 points
B	= 83 – 86%	or 498 – 521 points
B-	= 80 – 82%	or 480 – 497 points
C+	= 77 – 79%	or 462 – 479 points
C	= 73 – 76%	or 438 – 461 points

Class Policies: The following is a list of classroom policies. This is a general list of things I expect from you as participants in this classroom.

Make-up Exams and Late Assignments: **I DO NOT ACCEPT LATE ASSIGNMENTS OR ALLOW MAKE-UP EXAMS! This is a firm policy as I need to be fair to all of my students. To be permitted to take a make-up, you must provide written documentation.**

Student Technology Responsibilities: It is your responsibility as a student to check your UNCP email and the course Blackboard page on a regular basis. I receive A LOT of email as I have A LOT of students. It is important that when you email me the following information is included in the subject line: Your Name, Course Number-Section Number, and Brief Description of Question. Here is an example of what I expect to see in an email subject line:

“Joe/Jane Smith – CRJ ??? – Questions about Chapter 3”

In addition, all of your emails to me should include a greeting, a body, and a salutation. It is NOT acceptable to start an email with “Hey you”, or “Yo, Renee”. Always sign your full name on the end of an

email. Please send all emails to my UNCP email account. I will not be checking the Blackboard messaging system (meaning if you send a message there, I will not read it). All correspondence to me should come from your official university email address (For example, AAA111@braveweb.uncp.edu).

Classroom Civility: Due to the controversial nature of many topics that will be covered in this class, there are bound to be a number of conflicting opinions among students. Despite these differences, it is absolutely important and necessary that students are respectful of others' opinions. You are expected, and required to be courteous to others in this class, including the instructor. In addition, I reserve the right to excuse you from my classroom at any point if you are being disruptive towards me or other classmates. This includes not only overtly obnoxious disruptions, but also things like whispering, texting, and sleeping in class. Please be advised that **TOBACCO USE IS PROHIBITED DURING CLASS TIME**. This policy will be strictly enforced.

BOTTOM LINE: Incivility in the classroom will not be tolerated, under any circumstances. Feel free to contact me if you have any questions regarding this policy.

Academic dishonesty: Any student found guilty of academic dishonesty (including, but not limited to, cheating and copying/ allowing copying another student's assignment) will be subject to disciplinary actions as described in the student catalog. The penalties for academic dishonesty are severe and students with any questions on the topic should consult their catalog. In this course, any student found guilty of academic dishonesty will receive a zero for the exam/assignment in question. Further action may be taken at the discretion of the instructor. The Academic Honor Policy can be found at the following website: <http://www.uncp.edu/catalog/>

Retention of Student Work: The instructor may retain studentwork as documentation of the course or as examples for future students. No evaluative commentary or grade information from the instructor will be included with student work (if the work includes information identifying its creator). Students' copyrights in their work shall be governed by the UNC Pembroke Copyright Policy.

Disability Services: Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact Disability Support Services (DSS) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by DSS and the accommodation process may be found at the following links:

<http://www.uncp.edu/dss/students/currentstudentfaq.htm>

http://www.uncp.edu/dss/students/procedures_for_accessing_services.htm

Student Workload Expectations: In its mission statement, UNCP aims to "promote excellence in teaching and learning... in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards" as well as maintaining a faculty "dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service." Such rigor means that the foremost activity of UNCP students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

University Writing Center: The staff at the University Writing center work one-to-one with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, editing, and formatting. UNCP students from any course or department are welcome to use the Center. Tutors work with students on all types of writing assignments, including application essays and personal statements. The University Writing Center is located in D.F. Lowry room 308. For more information, and to make an appointment, students should visit <http://www.uncp.edu/writing/>

UNCP Religious Holiday Policy: The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Some Final Notes: This syllabus is an academic contract between the professor and the students in the classroom. If you remember nothing else from this syllabus, please remember that....

At a minimum I expect my students to:

- * Arrive at every class on time and be ready to work.
- * Turn all assignments in on time.
- * Try to do the best you can, and ask for help if and when you need it.
- * Respect the views of other students, and remain orderly in the classroom.
- * Come out of class knowing more about the subject than you did when you came in.

In return, my students can expect me to:

- * Arrive at class on time, ready to work every class period.
- * Return assignments and exams in a timely manner.
- * Be available during scheduled office hours.
- * Respond to emails in a timely manner (24 hours or less)
- * Create a classroom environment that fosters learning and participation.
- * Be excited to teach you something new about the criminal justice system!

Classmate contact information: It is recommended that you obtain contact information for at least one other student in the class. This will allow you to contact someone in the event that you miss class and need to find out what you missed and borrow class notes. In the lines provided below, list the name(s) and contact information for at least one person in this class.

Name: _____

Name: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Tentative Class Schedule

*All readings are available on E-reserve, or will be distributed in class.
This class schedule is subject to change with notice*

Date	Topic	Readings/Assignments
<i>Week 1</i>	<i>Section1: The Foundations of Women and Crime</i>	
	Introduction; Syllabus & Course Requirements	
	Course Overview: Why Study Women and	

	Crime?	
<i>Week 2</i>	Application of Traditional Criminological Theories to Women	
	The Emergence of Feminist Criminology	Topic Approval Due
<i>Week 3</i>	Feminist Criminology (cont.)	
	Feminist Criminology	
	SECTION 1 EXAM	
<i>Week 4</i>	<i>Section 2: Female Crime and Delinquency</i>	
	Women Who Kill	
	Mothers Who Kill	
<i>Week 5</i>		
	Prostitution: Females as Victim or Offender?	
<i>Week 6</i>	Female Juvenile Offenders	Annotated Bibliography Due
	Women in Prison	
<i>Week 7</i>		
	SECTION 2 EXAM	
	ACJS Conference: No Class – Outside Activity	
<i>Week 8</i>		
	NO CLASS SPRING RECESS!	
<i>Week 9</i>	<i>Section 3: Women as Victims and Survivors</i>	
	Understanding Stockholm Syndrome	
	Women and Sexual Assault	
<i>Week 10</i>		
	“Lucky” – Women as Survivors	Rough Draft Due for Peer Review
	Wife and Partner Abuse	
	Domestic Violence Theories	
<i>Week 11</i>		
	Global Perspectives	
	SECTION 3 EXAM	
<i>Week 12</i>	<i>Section 4: Women as Criminal Justice Professionals</i>	
	Sexual Harassment in the CJ System	
	Women in Corrections	
<i>Week 13</i>		
	Women in Legal Professions	
	Women in Legal Professions: Media Depictions	
<i>Week 14</i>		
	Women In Law Enforcement	
	Exam 4	
<i>Week 15</i>		
	Presentation Groups 1-4 2	
<i>Finals Week</i>		
	Presentation Group 6	Final Papers Due

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Appendix D
Actions Requiring AA Approval and to be sent to Senate

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