

**Assigned Texts:**


**Course Description:**
An introduction to current theory, strategies and practices designed to meet the reading and language arts needs of students of varying abilities and cultural/linguistic backgrounds. Students will acquire knowledge of techniques and materials used in the development of reading and language arts skills.

**Course Standards:**
Upon completion of this course, pre-service teachers will demonstrate knowledge of three cross-cutting liberal education themes: learning how to learn, multicultural perspectives and accuracy, and technology. This course supports the New Jersey Professional Standards for Teachers (NJPST), the New Jersey Core Curriculum Content Standards (NJCCCS), and the Common Core State Standards which can be found at: [http://www.state.nj.us/njded/profdev/standards](http://www.state.nj.us/njded/profdev/standards); [http://www.state.nj.us/njded/njcccs/standards](http://www.state.nj.us/njded/njcccs/standards); [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)


The five International Reading Association (2003) standards are:
1. Candidates have knowledge of the foundations of reading and writing processes and instruction.

2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5. Candidates view professional development as a career-long effort and responsibility.

Candidates will be assessed on IRA standards 1-4 and NJCCCS Language Arts Literacy Standards 3.1 Reading, 3.2 Writing, 3.3 Speaking, 3.4 Listening, 3.5 Viewing and Media Literacy at the completion of this course using the attached rubrics.

In addition, candidates will be assessed on the following:

Course Outcomes:

1. The candidate will develop a unit/lesson plan to teach reading/language arts in his/her content area that includes at least 4 lesson higher order thinking objectives and will create instructional opportunities that are designed to meet the learning styles, and instructional needs of diverse learners, including students with learning disabilities. (NJPST: #1, 2, 3, 4, 5, 6, 7, 8)

2. The candidate will design thematic units and lessons to promote critical and creative thinking skills for a diverse student population, employing trade books in social studies and science that teach literacy and global understanding across the curriculum. (NJPST: #1, 2, 3, 4, 5, 6, 7, 8)

3. The candidate will administer a number of practical classroom evaluation tools, including the Informal Reading Inventory, the Running Record and other authentic assessments to inform instructional decisions in phonics, vocabulary and comprehension for diverse learners. (NJPST: #1, 5)

4. The candidate will learn how to integrate literacy/language arts skills in listening, speaking, reading, writing and viewing for effective use in the content areas as demonstrated by the specific lesson plans created, citing the following standards after a careful review of: (NJPST: #1-8); (IRA: #1, 2, 3, 4); and NJCCCS Language Arts/Literacy: #3.1, 3.2, 3.3, 3.4, 3.5).

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.
SOE Claims

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**
   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**
   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2, 3, 4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**
   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

**Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives**
**COURSE SCHEDULE***

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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</table>
| 1       | *EQ: What is literacy, and what is the reading/communication process?*  
Introduction: student expectations, syllabus and requirements.  
- Activating prior knowledge  
- Authentic assessment | **Additional readings may be assigned.**  
(Vacca & Vacca Ch 1) |
| 2       | *EQ: How are learning styles and multiple intelligences integrated in meeting the needs of diverse learners, including struggling readers?*  
- Bloom's Taxonomy  
- Silver/Strong 4 Levels of Instruction/Learning Styles  
- Gardner's Multiple Intelligences  
- Trade books and other forms of text | V, V, & M Chs 1-2, 11 Handouts |
| 3       | *EQ: In what ways is the IRI an effective test for students of all ages and ability levels?*  
- Key concepts and procedures for completing the required IRI task  
- Importance of Literacy Standards | Brozo & Afflerbach, Sections 1-9 (pgs 1-60) |
| 4       | *EQ: How does the employment of visual tools/graphic organizers help improve comprehension? How does the use of questioning work as a strategy to support comprehension?*  
- Approaches to content area reading: How to study a textbook (e.g., previewing, activating schemata)  
- Questioning as a strategy | Graves & Graves Chs 1-2  
Cowen (Handouts) |
| 5       | *EQ: How can teachers write literacy performance objectives to ensure that students (including LD and ELL students) comprehend higher-order thinking skills?*  
- Writing Unit and Lesson Plans  
- Value of collaborative planning | V, V, & M Chs 3 & 6  
Task 1: Presenting Trade Books |
| 6       | *EQ: What are effective reading comprehension strategies that content area teachers should know?*  
- Phonograms (Cohen/Cowen, Glass, Moustafa)  
- Word Study (Bear)  
- Scaffolding for diverse learners, including ELL & LD students (Graves & Graves) | Graves & Graves Chs 3-5 |
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</table>
| 7       | EQ: How do various models of reading instruction help LD, ELL students & struggling readers?  
• Scaffolding  
• Cognitive Functions  
• Zone of Proximal Development  
• Mediated Learning | Graves & Graves Ch 6  
Handouts  
Task 2: Administering an IRI |
| 8       | EQ: What are diversity issues that impact upon English Language Learners, LD students and other struggling readers?  
• Reading narrative text/multicultural narrative text structure characteristics  
• Modifications to meet individual needs | Cowen Handouts  
V, V, & M Ch 5  
Statement on ELLs |
| 9       | EQ: How do we read expository text structures and analyze non-fiction text differently from narrative texts? Why should we teach study skills?  
• Importance of repeated readings (Samuels/Bukovec)  
• Content vocabulary  
• Fluency  
• Additional reading strategies  
• The NRP & Allington’s pillars | V, V, & M Ch 7 & 10  
Cowen Handouts (Ch 7)  
IRA publication |
| 10      | EQ: Why must students read Multicultural Literature even when the school or community is not diverse?  
• Multicultural vs. Global Education  
• Importance of multiple perspectives  
• Meeting the various learning needs of our diverse students | Cowen Foreword  
Additional Readings provided by Professor |
| 11      | EQ: How can the writing process be implemented successfully in 7-12 classrooms?  
• The Writing Process (e.g., research and approaches developed by Daniels, Graves, Calkins) | V, V, & M Ch 9  
Handout (Daniels) |
| 12      | EQ: Why is writing across the curriculum important, (e.g., science, social studies, math, English, world languages)? | Handouts  
Handout (Daniels)  
Task 3: Develop Unit & Lesson Plan |
<table>
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<th>Session</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>13</td>
<td><strong>EQ:</strong> What does research say about teaching vocabulary in the content areas? • Word study • Text readability (Fry) • Cloze • Alternative assessments</td>
<td>V, V, &amp; M Chs 4 &amp; 8</td>
</tr>
<tr>
<td>14</td>
<td>Lesson Plan Presentations</td>
<td>Task 4: Oral Presentation</td>
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<tr>
<td>15</td>
<td>Lesson Plan Presentations and Conclusions</td>
<td>Task 4: Oral Presentation</td>
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*This course schedule is subject to change.

**BASIS FOR GRADE**

Your grade will be based upon an accumulation of points that you earn through completing the following course requirements:

**Performance Task #1:** Presenting Trade Books—**Due: Session: 5 (10 points)**

**Performance Task #2:** Administering an IRI—**Due: Session: 7 (35 points)**

**Performance Task #3:** Develop Unit & Lesson Plan—**Due: Session: 12 (35 points)**

**Performance Task #4:** Oral Presentation—**Due: Session: 14/15 (10 points)**

**Participation:** Attendance in Class and Participation in all sessions -- **10 Points**

**TOTAL POINTS:** 100

Your total number of points will be converted into the following grade:

- 95-100: A  
- 90-94: A-  
- 87-89: B+  
- 83-86: B  
- 80-82: B-  
- 77-79: C+  
- 73-76: C

Any grade below C is considered unacceptable in graduate programs and considered failing.

**STANDARDS FOR WRITTEN WORK**

- Use APA formatting for citations
- PLEASE TYPE YOUR WORK. Please double space and use white, bond paper.
- All work submitted should be neat and well-written. PLEASE PROOFREAD carefully and correct your errors; then proofread it again. Any errors will be reflected in your grade.
- Each assignment should include the following information on a separate introductory page. (Please do not use plastic covers.) Staple paper in upper left-hand corner:
  - NAME  
  - DATE  
  - COURSE NAME AND NUMBER  
  - TITLE OF PAPER

  **NOTE:** ALL ASSIGNMENTS WILL BE EXPECTED IN ON TIME. ANY LATE SUBMISSIONS WILL BE REFLECTED IN YOUR GRADE.
DESCRIPTION OF TASK ASSIGNMENTS:

TASK #1 TRADE BOOKS PRESENTATION (THEMATIC)

Candidates will select 5 Trade Books chosen from within a given multicultural/global theme, genre or author. Be prepared to describe and share the value of these books with your peers and how they relate to your specified content area. Describe how these books will be used as an interdisciplinary unit of study that uses a multi-perspectives approach to multicultural/global education. (Bring books to class for presentation and sharing.)

Standard: (NJPST # 1, 2, 3, 4, 5, 6, 7)

TASK #2 INFORMAL READING INVENTORY

For this assignment, your job is to report the results of your student’s performance on the Adolescent Literacy Inventory. Pretend you are writing this for a parent. Keeping this in mind, make sure you give concrete examples to back up your words. Also, be sure to stay objective when reporting results, refrain from using educational jargon and do not make generalizations (ex. She is a smart girl).

Use the following as a format guide. This should be single-spaced and in a conventional 12 pt. font (ex. Times, Arial, Tahoma). Double space between sections.

**The purpose of the report is to provide parents with information about their child as a reader. Your primary goal is to sort through all of the data and come up with ONE instructional reading level for narrative and expository text, respectively. A secondary goal is to analyze what the student does well while reading and what aspects of reading they need more help with – for example, can the student decode well, but not retain anything she reads?**

**Note – you should begin each section with a one sentence description of each of the areas tested. For example, Maze Placement Passages – the student is required to read a series of passages with missing words that become increasingly more difficult. Also, you should give a brief description of the terms IND – INST – FRUS since you will be using the often.

Name of Student:
Grade Level:
Age:
School:
ALI Instructional Reading Level:

I. Provide a description of the student and summarize reading interview – this should be brief.

II. Summarize Maze Placement Passages performance. Use levels (IND, INST, FRUS) to report results. You may simply list the levels read.

III. Summarize ability reading passages
    ➢ In this section, you want to give each passage read and their scores (IND, INST, FRUS) on both word rec and comprehension. This should be brief.
IV. Analyze and discuss fluency (for all IND and INST passages)
   ➢ Include information from the fluency guide

V. Analyze and discuss Oral Reading Miscues (for all IND and INST passages)
   ➢ You need to calculate the number of miscues for all IND and INST passages.

VI. Analyze and discuss student’s comprehension ability (for all IND and INST passages)
   ➢ Include information about predictions and prior knowledge
   ➢ Include ability to retell
   ➢ Discuss student ability with different types of questions
   ➢ Be sure you have evidence to support this. For example, simply stating “they did well with factual questions” is not evidence. You need to calculate the correct number of each question type for all IND and INST passages.

VII. Summary paragraph – Call 1 instructional reading level and discuss why you decided this particular level is the correct level for instruction. If you have more than 1 instructional level, this is where you will justify your decision.
   ➢ What justifications do you have for calling the reading level? Refer to the data – remember, it is not just about scores.
   ➢ Include both qualitative and quantitative information.
   ➢ Include any other pertinent information not already mentioned (ex. Testing conditions, examiner error, etc.)

VIII. Instructional recommendations
   ➢ Based on the results of this assessment, what specific recommendations do you have for instruction? Follow the literacy diet (fluency, word study, comprehension) when coming up with recommendations.

**NOTE: You must turn in the report, the Case Summary Sheets, and your working documents. Please staple (if possible) or clip together with a binder clip.

Standard: (NJPST: # 1, 5)
TASK #3 UNIT/LESSON PLANS (Written)

Prepare a written Unit Plan (3-5 Weeks) and 5 Lesson Plans for a minimum of one full week. Choose an interdisciplinary topic or theme that highlights your specific content area expertise in instruction; show how to improve reading/language arts within the topic/theme selected. This Unit Plan and Lesson Plans must also contain the following elements:

- **Assessment and Corresponding Rubric** that are connected to overall unit assessment or individual lesson plan
- 3 different visual tools/graphic organizers are required, and which will be used to scaffold reading/writing skills
- **Scaffolding reading strategies** should be integrated into each of the 5 lesson to demonstrate how you plan to improve student reading comprehension within your specific content area
- Your lesson plans must include strategies to differentiate literacy instruction to meet the need of the diverse learners in class, including ELL and LD students.
- Use a **backwards design method** to plan your unit—your unit plan must be submitted on the 1 page template
- Your lesson plans must meet the criteria outlined in the FDU Lesson Plan Format

**Note:** Your minimum of one week of Lesson Plans should be seen as part of a thematic whole. The unit plan and lesson plans should be aligned with the NJCCCS, NJPST and IRA standards.

Standard: (NJPST # 1, 2, 3, 4, 5, 6, 7, 8)

**TASK #4 ORAL PRESENTATION OF UNIT/LESSON PLAN (Oral)**

The Oral Presentation of the Lesson Plan must be taught as a mini lesson to the class. Select a 15-20 minute hands-on activity from your 50 minute (written) lesson plan, showing how you can teach literacy through your chosen content area. Do Not TELL ABOUT the lesson. TEACH IT to your peers (your peers will simulate students in a classroom). Note: be sure to explain your plan for meeting the needs of diverse learners.

This task addresses Standard: (NJPST # 1, 2, 3, 4, 5, 6, 7, 8)
RUBRIC: TASK #1: PRESENTING TRADE BOOKS

Total (10 points)

1. Clarity of presentation (total 5 pts)
   - ____ Clear introduction
   - ____ 5 Trade books chosen, integrating a theme, genre or author
   - ____ Connections stated with regard to theme, genre and/or style
   - ____ Each book describes clearly and purposefully with objectives/goals
   - ____ Presentation motivating, clearly articulated, dramatized

2. Demonstrates interdisciplinary approach (total 3 pts)
   - ____ Connections regarding disciplines, skills and content apparent
   - ____ Demonstrates effectiveness of trade books over textbooks in this context
   - ____ Relevant and authentic learning of content evident

3. Addresses appropriate content for age, ability and learning styles (total 2 pts)
   - ____ Aligned with NJCCCS, IRA and NJPST Standards
   - ____ Accommodations for diverse learners, including, ELL and LD students and different learning styles are addressed
# RUBRIC: TASK #2: ADOLESCENT LITERACY INVENTORY REPORT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding - A</th>
<th>Met Requirement - B</th>
<th>Lacking… or Needs Improvement – C or Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information and Reading Interview</strong></td>
<td>Clear and concise information is provided.</td>
<td>Information is clear, but too many details are provided.</td>
<td>Information is not provided or is extremely lacking.</td>
</tr>
<tr>
<td><strong>Maze Placement Passages</strong></td>
<td>Information is provided in percentage format. Clear understanding of where to start on narrative passages.</td>
<td>Information is provided. It is not linked to narrative passages.</td>
<td>Information provided is lacking or missing. It is not linked to narrative passages.</td>
</tr>
<tr>
<td><strong>Reading Level</strong></td>
<td>Information is provided in a clear, concise manner. Ind – Inst – Frus levels are accounted for. If levels are unaccounted for, an explanation is given.</td>
<td>Information is provided. Ind – Inst – Frus levels are accounted for. If levels are unaccounted for, an explanation is given.</td>
<td>Information provided is lacking or missing. One or more Ind – Inst – Frus levels are not accounted for.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Student ability is discussed in a clear, concise manner using the rubric information provided in the assessment. Examples are provided to reinforce data.</td>
<td>Student ability is discussed using the rubric information provided in the assessment. Examples are not provided.</td>
<td>Student ability is not clearly discussed using the rubric information provided in the assessment. Examples are not provided.</td>
</tr>
<tr>
<td><strong>Miscue Analysis</strong></td>
<td>Miscues are discussed. Data is provided to help guide the reader.</td>
<td>Miscues are not all discussed. Data provided is unclear.</td>
<td>Miscues are not all discussed. There is no data provided.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student ability is fully discussed and includes text impression and/or venn diagram, vocabulary self-awareness, and specific question ability. Examples are provided to help the reader understand.</td>
<td>One or more of the following areas are left out (text impression and/or venn diagram, vocabulary self-awareness, and specific question ability). Examples are minimal.</td>
<td>More than one of the following areas is left out (text impression and/or venn diagram, vocabulary self-awareness, and specific question ability). No examples are provided.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summary is clear, concise and complete (takes into consideration all qualitative and quantitative factors) and offers explicit justifications for reading levels.</td>
<td>Summary leaves the reader with questions about the level called. A couple of quantitative and qualitative factors are not considered and are left out of the discussion.</td>
<td>Summary is unclear to the reader. A few quantitative and qualitative factors are not considered and are left out of the discussion.</td>
</tr>
<tr>
<td><strong>Instructional Recommendations</strong></td>
<td>At least 3 specific, appropriate recommendations are made.</td>
<td>At least 2 recommendations are made. Recommendations are limited in appropriateness and/or specificity.</td>
<td>No more than 1 recommendation is made. Recommendations are limited in appropriateness and/or specificity.</td>
</tr>
<tr>
<td><strong>Spelling/Grammar</strong></td>
<td>Clear, concise, error-free writing. Easy to read and follow.</td>
<td>No more than a few (3) errors. Fairly easy to read and follow.</td>
<td>Difficult to read and follow. More than a few (3) spelling/grammar errors.</td>
</tr>
</tbody>
</table>
Waypoint Rubric: Administering an Informal Reading Inventory*

Student Information: IRI

Weight 3.0 (8.6%)  
4. A complete detailed description of the student is provided including answers to questionnaire. The description includes all pertinent information that will help make an accurate assessment of the student’s reading ability.  
3. A complete description of the student is provided including answers to questionnaire. The description includes sufficient information that will help make an accurate assessment of the student’s reading ability.
  
2. A brief description of the student is provided including some answers to questionnaire.  
1. A short, unacceptable description of the student is provided, or no description is provided.

Diagnosis: IRI

Weight 9.0 (25.7%)  
4. The diagnosis is detailed and complete and includes: a) a detailed analysis of the reader’s miscues; b) a detailed analysis of the miscues for patterns of errors including statistical analysis; c) the reading level of the reader for independent, instruction, and frustration level; d) a detailed list of all strengths and weaknesses; e) a detailed summary specifying if the reader is reading above-, at-, or below-grade level. There are no errors in the analysis.  
3. The diagnosis is complete and includes: a) an analysis of the reader’s miscues; b) an analysis of the miscues for patterns of errors; c) the reading level of the reader for independent, instruction, and frustration level; d) list of all strengths and weaknesses; e) a summary specifying if the reader is reading above-, at-, or below-grade level. There are minimal errors or insignificant errors in the analysis.  
2. The diagnosis is brief and includes: a) a short analysis of the reader’s miscues; b) a brief analysis of the miscues for patterns of errors; c) the reading level of the reader for independent, instruction, and frustration level; d) short list of all strengths and weaknesses; e) a statement specifying if the reader is reading above-, at-, or below-grade level. There are a few errors made in the analysis.  
1. There is a short and brief diagnosis which is insufficient. There are many errors in the analysis leading to poor conclusions about the reader’s literacy ability.

Recommendations for Instruction: IRI

Weight 9.0 (25.7%)  
4. A detailed section is included which provides: a) at least five to six different specific reading activities/strategies to support the reader, taken from many different sources including class notes, the class textbook, readings and further research; c) a detailed list of recommendations to support the reader. A reference list if provided.  
3. A section is included which provides: a) at least four different specific reading activities/strategies to support the reader, taken from class notes, the class textbook, readings and further research; b) a list of recommendations to support the reader. A reference list is provided.  
2. A section is included which provides: a) a few reading activities/strategies to support the reader; c) a list of recommendations to support the reader. No reference list is provided or all strategies come from class notes.  
1. The list of recommendations is insufficient. Many of the activities do not support the diagnosis. No reference list is provided.

Analysis of Forms: IRI

Weight 3.0 (8.6%)  
4. The report includes: a) a comprehensive analysis of all miscues for a pattern determining which are significant/insignificant miscues; b) an in depth analysis of the percentage of types of miscues; d) an analysis of the reader’s comprehension from retellings and/or questions; e) an overall summary of the reader’s performance.  
3. The report includes: a) an analysis of all miscues for a pattern determining which are significant/insignificant miscues; b) a brief analysis of the percentage of types of miscues; d) analysis of the reader’s comprehension. The report includes a brief summary of the reader’s performance.  
2. The report includes a brief and incomplete analysis in any of the following: a) an analysis of all miscues for a pattern determining which are significant/insignificant miscues; b) a brief analysis of the percentage of types of miscues; d) analysis of the reader’s comprehension. The report includes a brief summary of the reader’s performance.  
1. The report does not provide a complete analysis to adequately determine the reader’s strengths and areas of weakness.

Administration of IRI

Weight 3.0 (8.6%)  
4. The teaching candidate administered the IRI effectively: a) started the reader on the correct reading level; b) marked the miscues correctly; c) calculated comprehension correctly through retelling or answering comprehension questions; d) determined independent, instruction and frustration levels correctly.  
3. The teaching candidate administered the IRI with a few mistakes in one of the following areas: a) started the reader on the correct reading level; b) marked the miscues correctly; c) calculated comprehension correctly through retelling or answering comprehension questions; d) determined independent, instruction and frustration levels correctly.  
2. The teaching candidate administered the IRI with a number of mistakes in the following areas: a) started the reader on the correct reading level; b) marked the miscues correctly; c) calculated comprehension correctly through retelling or answering comprehension questions; d) determined independent, instruction and frustration levels correctly.  
1. The teaching candidate did not administer the IRI correctly causing multiple errors and miscalculations in the overall paper.

Reflection: IRI

Weight 3.0 (8.6%)  
4. A detailed analysis is included commenting on: a) why this project is beneficial to you as a future teacher; b) which NJPST and IRA standards are addressed; c) how this assignment has helped you to become a more caring teacher.  
3. A brief analysis is included commenting on: a) why this project is beneficial to you as a future teacher; b) which NJPST and IRA standards are addressed; c) how this assignment has helped you to become a more caring teacher.  
2. A brief analysis is included which excludes one or more of the following: a) why this project is beneficial to you as a future teacher; b) which NJPST and IRA standards are addressed; c) how this assignment has helped you to become a more caring teacher.  
1. A reflection is not included or does not sufficiently comment on the following: a) why this project is beneficial to you as a future teacher; b) which NJPST and IRA standards are addressed; c) how this assignment has helped you to become a more caring teacher.

Overall Report: IRI

Wt 5.00 (14.3%)  
4. All working notes are found in the report including: marked up sections from the miscue analysis and comments during the administration; the report is well written and does not have any grammatical and spelling errors; the report is comprehensive and complete. The report is an exemplary example of an IRI.  
3. Working notes are found in the report including: marked up sections from the miscue analysis and comments during the administration; the report is well written and has few grammatical and spelling errors; the report is complete and well done.  
2. Some working notes are found in the report including: marked up sections from the miscue analysis and comments during the administration; the report has a number of grammatical and spelling errors.  
1. The report is not well written and has many grammatical and spelling errors, and/or the report is incomplete. It needs to be done again.

*THIS RUBRIC WILL BE USED TO COLLECT DATA FOR PROGRAM ASSESSMENT PURPOSES.*
RUBRIC: TASK # 3: WRITTEN UNIT and 5 LESSON PLANS

Total (35 Points):

Unit Plan (15 Points)

• __ (2 pts) The Unit provides a plan for a minimum of three full weeks and is planned using the backwards design approach

• __ (2 pts) An interdisciplinary topic or theme in a specific content area is evident, making connections between and among disciplines, skills and content

• __ (2 pts) The unit plan shows how reading/language arts is taught reciprocally through the specific content area that is chosen, i.e., science, social studies

• __ (2 pts) Scaffolding reading experiences and strategies are used to demonstrate how you plan to improve reading comprehension in the unit, listing texts, materials, supplies, media, technology, etc.

• __ (2 pts) The unit plan is aligned with New Jersey Core Curriculum Content Standards

• __(5 pts) An assessment and corresponding rubric that are connected to overall unit or individual lesson plans are included

5 LESSON PLANS (20 Points)

• __ (4 pts) 3 different visual tools are used to scaffold reading and writing instruction in each of the 5 lessons

• __ (4 pts) 5 lesson plans form part of a thematic whole

• __ (4 pts) Relevant and authentic learning is evident in each of the lessons, including collaborative and cooperative learning opportunities

• __ (4 pts) Lesson plans take differentiated instruction into consideration to meet the needs of special needs students, diversity, and multiculturalism, as well as learning styles and multiple intelligences

• __ (4 pts) Each lesson plan aligned with NJPST, NJCCCS and IRA Standards

TOTAL POINTS EARNED: __________ (35 Possible Points)
RUBRIC: TASK #4: ORAL PRESENTATION/UNIT/LESSON PLAN

Total (10 Points):

_____ (2 pts) The candidate utilized either visual tools or differentiated instruction to meet the varied needs of students in their classroom

_____ (2 pts) The candidate showed how literacy (reading or writing) can be taught reciprocally through a chosen content area

_____ (2 pts) The objective of this lesson was met, in that the presenter did not simply tell about the lesson, but actually taught the lesson to this simulated secondary group.

_____ (2 pts) The candidate provided relevant and authentic learning opportunities, including collaborative and cooperative learning activities in the presentation

_____ (2 pts) The candidate presented a motivating lesson that met the New Jersey Professional Standards for Teachers (NJPST), New Jersey Core, Curriculum, Content, Standards (NJCCCS) and International Reading Association Standards (IRA)

TOTAL POINTS EARNED ____________________ (10 Possible Points)
FDU School of Education Policy Reference

A. **Mission:** The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

B. **Attendance:** Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:

   a. Attendance is required in all our classes
   b. 3 absences, grade drops by a half a grade
   c. 4 absences, grade drops by one full grade
   d. 5 absences, the student fails or withdraws from the class

   If class is unable to meet due to weather or illness (H1N1), alternate arrangements, including online class through blackboard, will be made.

C. **FDU Academic Integrity Policy** (Reviewed: August 2011)

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. **Cheating**—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.

2. **Plagiarism**—Representing the ideas or language of others as one's own. A more complete description is listed below in the section titled “Plagiarism Described.”

3. **Falsification**—Falsifying or inventing any information, data, or citation in an academic exercise.

4. **Multiple Submission**—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. **Complicity**—Facilitating any of the above actions or performing work that another student then presents as his or her assignments.

6. **Interference**—Interfering with the ability of a student to perform his or her assignments.

**Plagiarism Described**

As defined by the Council of Writing Program Administrators, plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism can occur in the following ways:**

- Using text from another source (e.g. websites, books, journals, newspapers, etc.) without documenting the source;
- Using direct quotation from a text without quotation marks, even if the source has been cited correctly;
- Paraphrasing or summarizing the ideas or text of another work without documenting the source;
- Substituting a word or phrase for the original while maintaining the original sentence structure or intent of the passage;
- Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source;
- Translating text from one language to another without citing the original work;
- Obtaining packaged information, foreign language translation or a completed paper from an online source and submitting it as one’s own work without acknowledgment of the source; and
- Presenting the work of another student as one’s own.

Fairleigh Dickinson students are responsible for authenticating any assignment submitted to an instructor should the instructor request it. Students must be able to produce proof that the assignment they submit is actually their own work. Therefore, students must engage in a verifiable work process on all assignments:

- Keeping copies of all drafts of work;
- Making photocopies of research materials (including downloads from websites);
- Writing summaries of research materials;
- Keeping Writing Center receipts;
- Keeping logs or journals of their work on assignments and papers; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

In addition to requiring students to authenticate their work, Fairleigh Dickinson University instructors may employ various other means of ascertaining authenticity—such as using search engines to detect plagiarism, using external plagiarism detection services, creating quizzes based on student work, and requiring students to explain their work and/or process orally. The inability to authenticate work is sufficient grounds for a charge of plagiarism.
If subsequent evidence of plagiarism should be found after a grade has already been assigned, instructors have the right to lower the grade and/or apply one of the sanctions listed below.

**Sanctions:** Any student violating academic integrity will, for the first offense, receive one or a combination of the following penalties imposed by the faculty member:

1. *No credit (0) or Failure* for the academic exercise.

2. *Reduced grade* for the course.

3. *Failure* in the course.

4. Recommendation for *Academic Probation* to the dean of the college in which the student is registered.

The instructor shall file a notice of the penalty in the student’s file maintained in the campus Office of Enrollment Services.

In cases of interference and complicity, whether or not the student is registered in the affected course, the incident and penalty shall be recorded in the student's file maintained in the campus Office of Enrollment Services.

For a subsequent violation of academic integrity, a student will be subject to any combination of the above sanctions, and, after due review by the academic dean according to the procedure below, one of the following:

1. *Suspension* from the University for one year. Readmission will be contingent upon the approval of the academic dean.

2. *Dismissal* from the University.

3. *Dismissal from the University identified on the student’s academic transcript* as a result of a violation of the Academic Integrity Policy.

**Procedure:** When a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member shall discuss the incident with the student as soon as possible. If after the conference, the faculty member determines that an act of academic dishonesty has occurred, the faculty member may impose the appropriate sanctions. Within five days of the faculty member’s action, the faculty member shall notify his or her department chair/school director in writing of the circumstances of the violation and the imposed sanctions. Within five days the academic department/school shall notify the student via certified mail/return receipt of the sanctions and the appeals’ procedures. Copies of the notice shall be sent to the chair of the department or director of the school of the student's major, the dean of the college in which the course is offered and the campus Office of Enrollment Services. The student may appeal the instructor's decision as outlined below. Upon completion of the appeals process, the dean shall notify the student of the final disposition of the matter and the sanctions to be imposed, if any,
via certified mail with copies to the faculty member, the department chair/school director and the campus director of enrollment services.

**Appeals Process:** A student who is charged with violating the Academic Integrity Policy by an instructor may appeal in writing to the chair of the department or the director of the school in which the alleged incident took place. The letter must state the specific grounds for the appeal. The student must submit a written appeal to the department chair or school director within 14 days of the receipt of the notification of the imposed sanctions. Failure to make an appeal within this 14-day period shall constitute a waiver of the appeal right. Within 10 working days of the receipt of the student’s appeal, the chair/director will review the circumstances of the alleged violation with the student and the instructor and recommend upholding, modifying, or dismissing the sanctions imposed by the instructor. The chair/director, within five working days, shall notify the student in writing via certified mail of the outcome, with copies to the instructor, the chair/director of the student’s major, the academic dean of the college in which the course is taught and the campus director of enrollment services. If it is determined that a violation of academic integrity did not occur, the student’s final grade in the course cannot be based on the assumption of such violation. If the differences between the instructor and the student are not resolved by this review, the student may appeal the outcome to the dean of the college in which the course is offered.

Within 10 working days of the department chair/school director’s notification, the student may submit a written appeal to the dean of the college in which the alleged dishonesty took place. The letter must state the specific grounds for the appeal. Upon receipt of the student’s appeal, the dean shall provide the faculty member and his or her chair/director with a copy of the student’s appeal. Within 10 working days the dean shall convene a five-person hearing committee consisting of a faculty member at large from the college in which the course is offered, the dean or his or her designee, the campus dean of students or his or her designee, a faculty member from the department or school of the student’s major, and a student, selected by the campus dean of students, from the college in which the alleged dishonesty took place. The hearing will be chaired by the college dean or his or her designee. The role of the appeals committee is to review the record of the matter and determine whether a finding of academic dishonesty is founded and whether a sanction is consistent with the terms of this policy. The committee shall base its decision upon a review of the record but may meet with the student and the faculty member to secure additional information to help it in making a determination about the merits of the appeal. The committee can uphold, modify or dismiss the sanction imposed by the instructor. The college dean shall notify the student of the committee’s decision within five working days of the hearing. For a second offense of academic dishonesty, the academic dean can suspend or dismiss the student as indicated above.

For a sanction of suspension or dismissal imposed by the academic dean, the student may file a written appeal to the University Provost/Senior Vice President for Academic Affairs within 10 working days of receiving the notification of the dean’s decision. The University Provost, or his or her designee, shall review the case within 10 working days of the receipt of the appeal. The University Provost shall make the final decision, using any appropriate resource to assist in deciding the appeal. The University Provost shall then notify all parties in writing of his or her final decision within five working days of his or her decision.
D. Graduate Programs – Grading & similar policies
(based on a draft presented to the School of Education’s Policy Committee by Dean Al Schielke on 10/15/03)

1. Grades (The instructor should specify his or her grading scale to equate points/percentages into letter grades.):

   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation

   a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

E. Undergraduate Programs – Grading & similar policies

1. Grades

   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on
time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation

a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c. An undergraduate program of study must be completed within a period of ten years.

F. Student Academic Services: The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

G. Policy on course completion: In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

H. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):

It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a
timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

1. **Picking up graded papers:** Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.