



RDG 384: Literacy III 1. Requirement
Fall 2008
STAR: 31699 Section 54 M&W 12:30-1:45 HH 43

Dr. Laurel Borgia

The mission of Western Illinois University's Teachers Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns, and who are skilled in the use of technology tools to promote teaching and learning in our nation's schools.

Catalog Description: A focus of methods of literacy instruction and assessment appropriate for intermediate/middle level classrooms with adaptations to meet the individual needs of diverse groups of children and opportunities to apply these methods in a classroom. A minimum grade of C is required of teacher education majors. Writing Instruction in the Discipline (WID) course. Prerequisite: LLA 313 or departmental approval.

RDG 384 Section 54
M&W 12:30-1:45 HH 43

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Office Hours:

M : 11:00-12:00
W: 11:00-12:00
Th: 10-12; Other times by appointment

Required Text:

Cecil, N. L. & Gipe, J.P.(2008). *Literacy in grades 4-8: Best practices for a comprehensive program*. Scottsdale, AZ: Holcomb Hathaway, Publishers.

Handouts as assigned. These handouts are available in the bookstore.

Students in SS495 will need to choose this novel for their integrated unit. Books available at Chapman's.

Beneath My Mother's Feet by Amjed Qamar

Interviews with Muslim Women of Pakistan by Chiara Angela Kovarik

Recommended text: Hacker, D. (1999) A pocket style manual (4th ed). Bedford/St Martin. 4. Req

Course Objectives:

Upon completion of the course, the student should be able to:

1. understand the current theories that account for the diversity in students' development as language users through the intermediate grades.
2. understand the role of professional organizations in the reform of curricula and the development of standards within the field of English/language arts.
3. understand the interrelated nature of reading, writing, speaking and listening, viewing, and visually representing within the language arts curriculum and across the disciplines in the upper elementary and middle grades.
4. engage in reflective inquiry to ensure professional growth.
5. understand reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation.
6. plan instruction using a variety of reading materials and technology that enable intermediate and middle school students to continue to develop
 - a. their phonemic, semantic, syntactic, and pragmatic knowledge of language
 - b. word recognition skills (including structural analysis)
 - c. oral and silent reading skills
 - d. reading fluency.
7. use appropriate strategies to promote comprehension of fiction, nonfiction, and content area textbooks.
8. develop appropriate strategies to promote students' vocabulary growth.
9. demonstrate the approaches and materials appropriate for the literacy instruction (literature based and thematic instruction, reading/writing workshop) at the intermediate and middle level

grades.

10. effectively utilize the range of genre within children's literature for enjoyment and as a means of enhancing literacy development.

11. demonstrate the process approach to writing, enabling intermediate level students to develop narrative, expository, and persuasive texts for a wide range of audiences and purposes.

12. integrate the teaching of language conventions (grammar, spelling, structure, and mechanics) that enable upper elementary and middle grade students to produce texts of clarity and effectiveness.

13. teach the skills and strategies of the listening process as appropriate for intermediate and middle school students, including aesthetic, efferent, and critical listening.

14. demonstrate and teach speaking skills that intermediate and middle school students need to communicate with a variety of audiences and for a variety of purposes.

15. use and teach the research process of organizing, integrating, and citing information from a variety of print and nonprint sources to solve problems, answer questions, and synthesize information.

16. plan and implement lessons that teach students to summarize, analyze, and synthesize information.

17. design an integrated unit of instruction relevant for grades 4-8, using appropriate literature and technology, that reflects current research on the active process of learning and that fosters literacy development to meet the needs to students with cultural, linguistic, and academic differences.

18. understanding and use a variety of grouping strategies to create effective instruction.

19. design varied assessment measures that focus on intermediate level students' use of skills and knowledge in authentic contexts, including portfolio assessment, self-assessment, and peer evaluation.

20. demonstrate knowledge of state reading and writing assessment and scoring procedures.

21. compose polished written assignments following feedback and revision to demonstrate the competence and style appropriate for a professional teacher.

The objectives will be accomplished by in class activities and required assignments.

In more user-friendly terms this means the student will be able to:

A. understand and practice implementing teaching strategies including :

word identification and spelling word chunking; look,say,cover,write

vocabulary quadrant chart; three-column approach; possible sentences

comprehension: anticipation guide; question answer relationships (QAR);compare/ contrast charts

writing: journals; sentence combining; writing essays and using revising/editing checklist;

summary writing including paragraph by paragraph, graphic organizers and story maps.

B. understand current theories of student development as language learners in intermediate and upper grades.

C. design an integrated unit relevant for grades 4-6. The unit assignment will include a 4 page research paper on social studies or science content focused on in the unit.

D. understand and apply in planning the state standards for intermediate and upper grades in the language arts.

E. have knowledge in many teaching strategies and styles to integrate language arts instruction in the intermediate and upper grades including:

puppetry and drama

literature circles

the writing process

assessments and alternative assessments

integrated unit types

balanced literacy

technology.

F. reflect on planning and teaching to improve instruction.

G. understand grouping techniques and management when working with intermediate and upper grade students.

Course Requirements

1. Entrance and Exit Cards will be expected at each class session. Students should purchase 4 X 6 index cards. Entrance cards will contain a summary of required reading to cover front and back of card. Exit cards will contain a summary of items learned and questions on the day's topic.

Cards will be collected **starting August 27**.

Entrance cards will be worth 3 points each and exit cards will be worth 2 points each.

If student is absent or leaves class early the cards can not be made-up. Total points =125.

Each unexcused absence means 10 points off the total points for the course at the end of the semester. The student will also lose 5 points on entrance, exit cards for that date.

Excused absences must be discussed with the instructor before class and/ or have proper written documentation. Each excused absence will mean 5 points not received on entrance and exit cards.

2. Plan and teach 3 lessons to small group in RDG 384 using teaching strategies listed in course objective A. Student will turn in lesson plan to instructor and also a reflection of lesson taught.

Assignment will be due the next class period after the lesson is taught. Lesson should be 20 minutes in length. Lesson plan will use the Department of Curriculum and Instructional Lesson Plan Format. Lesson plan =72 points, reflection = 8 points. Total for 3 lessons = 240 points.

Assignment must be typed.

3. Develop an integrated unit for either 4, 5, or 6 grade from types discussed in class. Unit will have a minimum of 6 lessons and follow unit formula discussed in class. The unit may lend itself to being taught in your field experience class. A reflective statement on the unit is also required (2 to 3 pages). The unit assignment will include a 4 page research paper on social studies or science content focused on in the unit. 2. & 3. REQ

A rubric will be used to grade the unit. Total points= 100.

Lessons from requirement 2 may be included in the unit if appropriate. Assignment must be

typed. In the unit grade, lessons 1-5 will stand as graded after original submission for each lesson.

4. The unit assignment will include a 4 page research paper on social studies or science content focused on in the unit. The research paper will have a rough draft which will be reviewed by the instructor. The final copy will then be submitted. 2. & 3. & 5. REQ

Rough draft research paper = 20 points. Final draft of research paper = 30 points. Assignment must be typed.

5. Read and review two recent (2005 or later) professional journal articles dealing with 2. & 3. REQ literacy instruction in the intermediate grades. (WID requirement) Possible journals include: The Reading Teacher; Journal of Adolescent and Adult Literacy; Review =10 points. Total= 20 points. Assignment must be typed. Professional component:see next page.

6. Participate in small group project covering course objective E. Each group will give a presentation on one area in course objective E. Possible presentations include: an actual puppet play and ways to incorporate it into the curriculum, an enactment of at least two class sessions of a literature circle using a book appropriate for the intermediate level and discussion, an enactment or show and tell from actual classrooms on the writing process, examples and discussion on assessment, a presentation on balanced literacy and its use in a intermediate level classroom, or technology for the intermediate language arts curriculum. Total= 20 points.

7. Use technology to develop teaching strategy for a book in intermediate level. You will develop two vocabulary podcasts for use with your unit. The podcasts will be written into your lesson plans for the integrated unit, and will be worth 25 points each.

8. Midterm and final. 50 points each. A short quiz will be given over each strategy as assigned: per IPod or strategy notes. **Attendance is important. 10 points will be deducted from total points for each absence excused with proper documentation. Be on time for class. Points (5) will be deducted@ tardy.**

GRADING: 7. REQ

All course requirements must be completed to receive a passing grade in this course.

Entrance and Exit Cards , 5 points per class session 125 points

Plan and Teach 3 lessons from objective one, 80 points 240 points

Integrated Unit 100 points

Research Report 50 points

2 journal articles, 10 points each 20 points

Small group project 20 points

Lesson plan 4 30 points Lesson plan 5 20 points

Technology project (podcasts) 50 points

Strategy Quizzes 45 points total; Midterm and Final, 50 points each 100 points
ISAT writing assignment 24 points

814 points
765-814 points A
708-764 B
651-707 C
586-650 D
under 586 F

Late assignments mean 20% off total number of assignment points. Late points can not be made-up.

Some assignments (as stated by instructor) may be resubmitted once after initial grading. Deadlines apply.

Be courteous to classmates and instructor and turn cell phone off during class.

Students with disabilities who request classroom accommodations must establish a file with Disability Support Services in Memorial Hall, room 200. Only students with a file in the Disability Support Services office will receive accommodations. All student disability information remains confidential.

Students' rights and responsibilities should be reviewed on the following website:
<http://www.wiu.edu/provost/student/>

Schedule (topics subject to change at instructor's discretion)

Date /Topic/Readings/ Assignments Due

Session 1 (8-25) Intro to Intermediate Literature;

Strategy: Webquest;

Read novel by 9-8 . QUIZ on 9-10. Must pass with 90% or retake test.

Session 2 (8-27) Becoming an Effective Literacy Teacher; Strategy: Vocabulary; Podcast

QUIZ 1 in class

Read chapter 1; Entrance card (EC): over chapter 1

NO CLASS Sept 1-University closed Labor Day

Session 3 (9-3) Vocabulary; Strategy: Listening; Take Podcast QUIZ 2 on-line (as assignment)

Read chapter 4 EC: chapter 4 ; DUE: Journal article Review #1;

Session 4 (9-8) Podcasts (the basics of Garageband); Creating a podcast script; First

podcast script will be due on 9-10; *Incl ude* podcast script in Lesson 1 plan;

Session 5 (9-10) Comprehension;

Chapter 5 ;

EC: chapter 5

QUIZ on novel in class; Take Podcast 3 QUIZ on-line (as assignment)

DUE:Podcast script 1

Session 6 (9-15) Text features (narrative & expository); Strategy: Literary Analysis;

read chapter 8; EC: chapter 8;

Take Podcast 4 QUIZ on-line (as assignment) **DUE:** TEACH LESSON 1

Lesson plan 1 is due. Lesson 1 also includes podcast script:revised podcast script submitted 9/17

Session 7 (9-17) Chp 8 & Word study and vocabulary; Strategy: Comprehension

Read vocabulary article on website; EC: vocabulary article

DUE: TEACH LESSON 1

Session 8 (9-22) Teaching reading and writing process (readers workshop); Chp 7; EC: Chp 7

Take Podcast 5 QUIZ on-line (as assignment)

PODCAST 1 is due (submitted as mp4 file on CD but prefer uploaded to I-Tunes U course site)

Session 9 (9-24) Writers Workshop ; No assigned reading

Strategy: journaling using critical analysis

DUE: Journal Article Review #2

Take Podcast 6 QUIZ on-line (as assignment)

Session 10 (10-1) Teaching with narrative text/ independent reading/ Connecting with ...

read chapter 11; EC: chapter 11

Session 11 (10-6) Basics of lit circles; No assigned reading;
EC: minilesson on independent reading
Due: content area you plan to use in integrated unit (sign up sheet during class)

Session 12 (10-8) MIDTERM STUDY SESSION
EC: answer to study guide question

Session 13 (10-13) **MIDTERM;**

Session 14 (10-15) Working with struggling readers, Differentiated Instruction;
read chapter 9; EC: chapter 9; **DUE:**TEACH LESSON 2; Plan 2 is DUE

Session 15 (10-20) continue chapter 9
EC: none; **DUE:** TEACH LESSON 2

Session 16 (10-22) Using informational texts and textbooks; Strategy: Nonfiction
comprehension; ALSO Teaching to prepare students for ISAT writing; take notes in
class; Take Podcast 7 QUIZ on-line (as assignment) ; No assigned reading;
DUE: Typed draft of research paper

Session 17 (10-27) Integrating Learning & Motivation; Strategy: Research
read chapter 10; EC: chapter 10;
Take Podcast 8 QUIZ on-line (as assignment)
DUE: Podcast script 2, Include podcast script with Lesson Plan 3

Session 18 (10-29) continue chapter 10; additional topic to be announced;
EC: minilesson on research strategy; **DUE:** TEACH LESSON 3; Plan 3 is DUE
Revised podcast script due on 3-26;
DUE: FINAL TYPED DRAFT OF RESEARCH PAPER

Session 19 (11-3) Speaking strategies
Take Podcast 9 QUIZ on-line (as assignment) ; Chapter 6
EC: Ch 6 ; **DUE:** TEACH LESSON 3

Session 20 (11-5) Writers Workshop; review of ISAT writing focus areas; Strategy:
Writing; Read notes from Founteas and Pinnell chapters 4,5 (on website) ;
EC: notes F & P
DUE: Podcast 2 on CD or prefer uploaded to I-Tunes course site

Session 21 (11-10)

In class individual assignment on ISAT writing (worth 24 points)

EC: minilesson on writing

Session 22 (11-12) Refining student print skills; Strategy: word analysis

read chapter 3; EC: chapter 3; Take Podcast 10 QUIZ on-line (as assignment)

Session 23 (11- 17) Continue chapter 3; Take Podcast 11 QUIZ on-line (as assignment)

No assigned reading;

EC: minilesson on word analysis **DUE: LESSON PLAN 4 IS DUE**

Session 24 (11-19) Teaching Language Arts with a Basal; Assessing Literacy

read chapter 2; EC: chapter 2 **DUE: LESSON 5 PLAN IS DUE**

No Class on 11-24 or 11-26; University Thanksgiving Break

Session 25 (12-1) Units and their different forms; lesson integration; Strategy & theory wrap-up lecture

In class: Instructor will ask you to write down what content area and what you plan to teach in lesson 6 ; Chapter 12

EC: Chapter 12

Session 26 (12-3) Come to class and hand in Integrated Unit/ class work day on group presentations

DUE: COMPLETE INTEGRATED UNIT IS DUE INCLUDING LESSON 6 AND OTHER MATERIAL FROM APPENDIX C.

Session 27 (12-8) **Small Group Presentations**

Read packet material: pages 35-54; EC for extra credit 3 points: packet material pages 35-54

Session 28 (12-10) **Small Group presentations**

Come with completed study guide for final. No EC points given.

Final will be December 15 at 1 p.m.

DUE DATES 6. REQ

Quizzes

Novel Quiz : September 10

Podcast Quizzes: August 27
September 3, 10, 15, 22, 24,
October 22, 27
November 3, 12

Midterm: October 13

Final: December 15

Other assignments in sequential order

Due on date indicated/ If not received on date indicated and instructor is not contacted before class (i.e. phone message or email) late points will apply (even on excused absences).

Late EC will not be accepted

EC= due every class period except 1st class & Midterm exam date (refer to syllabus)

Starred assignments*= no resubmits on below assignments

On assignments that may will be accepted, resubmits are due the next class period after original assignment was received by student.

September 3: Journal review 1

September 10: Podcast script 1; resubmit due by 9-17

September 15: Teach lesson 1; plan 1

September 17: Teach lesson 1

September 22: Podcast 1 on CD *resubmit only if requested by professor

September 24: Journal review 2

October 15: Teach lesson 2; plan 2

October 20: Teach lesson 2;

October 22 : Typed rough draft of research paper *no resubmit

October 27: Podcast script 2 *resubmit due on November 3

October 29: Teach lesson 3; plan 3; October 29: Final typed draft of research paper

November 3: Teach lesson 3; plan 3

November 5: Podcast 2 on CD *resubmit only if requested by professor

November 10 : In class writing assignment on ISAT writing *grade stands after submission

November 17: Lesson plan 4 is due *no resubmit

November 19: Lesson plan 5 is due *no resubmit

December 3: UNIT Due with all parts from Appendix

December 8 : Group presentations *original grade stands

Or

December 10: Group presentations *original grade stands

RDG 384 Appendix C: Integrated Unit Plan for Intermediate Readers

*NCATE Requirements

Check when completed

I. **Title Page:** Name, Date, Course number, Project name _____

***II. Illinois Learning Standards**

List the English/ Language Arts Standards addressed in the unit. _____

List the Social Studies Standards addressed in this unit. _____

***III. Unit Objectives**

List specific English/Language Arts objectives that students are expected to achieve. _____

List specific Social studies objectives that students are expected to achieve. _____

***IV. Unit Introduction**

First paragraph-discuss the important **social studies concepts and generalizations** that students will explore in the unit. _____

Second paragraph- discuss the **language arts** skills, concepts, and strategies that students will be taught and those they already know that they will use during the unit. _____

Third paragraph- discuss how this unit is appropriate for intermediate students: What specific developmental needs and characteristics of students at this grade level did you consider when you planned for this unit and how did you apply this in creating the unit? _____

***V. Unit Rationale**

First paragraph-explain why the social studies content (concepts and generalizations) is important for students to learn. _____

Second paragraph-explain why the language arts skills, concepts, and strategies that are included in the unit are important. _____

Third paragraph- explain how the unit reflects the application of theories and how students learn and how it reflects “best practice.” Specifically address: What aspects of the unit reflect your ability to actively involve students in their learning? What effective teaching techniques are included in this unit and why do you consider them effective? What materials, resources and strategies did you use to help students develop critical thinking, problem solving, and/or performance skills? What opportunities for social interaction did you provide and how could these opportunities enhance learning? _____

Each paragraph must begin with a topic sentence and include sufficient details and examples to create a well-written paragraph. _____

VI. Outline of the Unit

1. Reading Assignment
Record the numbers of the chapters of the novel that are assigned each day the novel is read. _____
Include at least one day in the unit that uses a nonfiction text or textbook lesson. _____
2. Type of Reading
Identify how the chapters will be read (silent reading, partner/buddy read, the teacher occasionally reading to the students, or a combination of these. On the first day, the teacher often reads the first chapter to the students. _____
3. Vocabulary: List three to six vocabulary words for each reading assignment. _____
Page number: Identify the number of the page on which each word appears. _____
Justification: Explain why you selected each vocabulary word. _____
4. Purpose for reading: List one “purpose for reading” question for each reading assignment. This question should focus on the most important idea(s) you want students to remember from the assigned chapters. _____
5. Comprehension Discussion Questions: List 3-4 comprehension questions for each reading assignment that focus on significant events or ideas. _____
6. Higher level discussion questions: List 3-4 higher level comprehension questions for each reading assignment that focus on significant events or ideas. _____
7. Schedule of Skills and Strategy Lessons: Identify the type of skill or strategy that will be taught during the unit lessons. A new skill or strategy must be introduced each day. Each of the following must be included at least once in the unit outline. _____

Listening strategy	_____	Comprehension strategy (fiction)	_____
Vocabulary instruction (fiction)	_____	Word analysis (phonics)	_____
Literary Analysis	_____	Critical thinking/journal response	_____
Research skill	_____	Speaking-Readers theater or drama	_____
Writing instruction	_____	Sketch to stretch (visualizing)	_____
Nonfiction comp. strategy	_____	Nonfiction vocabulary	_____

Add additional skill and strategy lessons so that students will introduced _____ to a new skill or strategy or they will review a newly learned skill or strategy

each day of the unit (except the final day when post assessment is given).

***VII. Lesson Plans for the Unit**

***Listening strategy:** This strategy should be used during the first lesson as you provide background information about the setting or the content of the novel. You will need to research this information. Your webquest in SSED 495 may be helpful.

Introduce and explain a specific listening strategy and/or note-taking technique. _____

Model (demonstrate and think aloud) the use of the listening strategy as _____ you LISTEN to a tape recording of the first part of the background information. To model a listening strategy or technique, you have to be a “listener”. You CANNOT read the information during modeling.

Check for understanding by asking students specific questions about the _____ use of the listening strategy. Do not simply ask, “Do you understand?” or “Do you have any questions?”

Guide students in practicing the strategy by asking them to use the strategy _____ as they listen to you read or explain the next “chunk” of background information. Even though you are not modeling, it would still be appropriate to continue listening to the tape, if you wish.

Check for understanding again by asking students specific questions about _____ the listening strategy. Do not simply ask, “Do you understand?” or “Do you have any questions?”

Guide and check understanding procedures would be used several times _____ as students practice the listening strategy during your presentation of the “chunks” of the remaining background information.

After all information has been presented, ask specific questions to check _____ for understanding of the background information you have presented. An activity which requires students to use the background information could be used instead of, or in addition to the discuss questions.

Teaching Skills and Strategies Using the Novel

***Vocabulary instruction** (using the novel)

Introduce, explain and model (demonstrate and think-aloud) how to _____ use context clues to determine the meaning of new words.

Check for understanding by asking specific questions about context _____ clues and how to use them.

Guide students in practicing using context clues to determine the _____ meaning of new words.

Check for understanding _____
Engage students in independent practice as they individually _____
practice using context clues to determine the meanings of new _____
words.

***Comprehension strategy**

Introduce, explain and model (demonstrate and think aloud) the use _____
of a specific comprehension strategy that is appropriate to use with _____
this section of the novel, or all of the sections completed thus far.
Remember that a strategy is an “in-the-head” process. An activity may
also be used to apply the strategy. If you choose to include an activity in
your lesson, your instruction should clearly focus on the strategy, not just
the activity.

Check for understanding _____
Guide students in practicing the comprehension strategy _____
Check for understanding _____
Independent practice _____

Note: Continue using the following procedures as you TEACH each strategy or skill:

Introduce and explain
Model
Check for understanding
Guided practice
Check for understanding
Independent practice

***Literary Analysis** _____

Teach a literary element. (You can model a selection that you assume was read
earlier in the year OR model using previous chapters of the novel, if appropriate.)

***Critical Thinking and Responding to Reading** (Journal responses) _____

Teach students how to develop a journal entry that analyzes and/or evaluates one
or more chapters of the novel. Be sure that students understand the differences
between summarizing chapters and analyzing or evaluating the content of the
novel.

***Teaching Skills and Strategies Using Nonfiction** _____

You will use at least one nonfiction selection during this unit. Assume you
have multiple copies of the selection and that it is a strong complement to the
social studies instruction for this unit.

***Comprehension Strategies** _____

Teach a comprehension strategy appropriate for use with your nonfiction
selection.

***Vocabulary instruction** _____

Teach students a technique or engage them in a activity that will help them
become familiar with unknown words.

***Teaching Skills and Strategies using the Novel or the Nonfiction Text**

***Word Analysis** _____

Teach a strategy for pronouncing unknown multi-syllabic words. These

must be words that you truly think students will have difficulty pronouncing.

***Writing Instruction** _____

Teach students how to develop a specific type of text/form/genre, how to use text structure to organize information, or how to use an element of the writer's craft in a piece of writing.

Review the writing process during your instruction and ask students to use it as they create a text. However, you should assume that students already know how to use the writing process.

***Research Skill Instruction** _____

This instruction may be included in the writing instruction discussed above or it may be provided in a separate lesson.

***Speaking Skills Instruction** _____

Teach students how to perform a readers theater or another form of drama.

***Visualizing and Creating a Visual Representation** _____

Teach students how to use "Sketch to Stretch" to communicate information and understanding.

ASSESSING STUDENT LEARNING (These assessments are used in addition to those included in the daily lesson plans.)

Create an assessment that could be used as a pre-assessment & post-assessment that can be used to determine what students already know about the content related to the unit before the unit actually begins. Also include items that check their understanding of the English/language arts skills and strategies that will be taught in the unit. _____

Create an **additional assessment** for the novel that focuses on significant ideas/themes/events of the novel. The assessment **must include an essay question** similar to those used in the Illinois Assessment of Reading. _____

Reflection on unit assessments: What specific developmental characteristics of students at this grade level did you consider when you created the assessments(s) for these lessons and this unit? How would you adapt your assessments for struggling learners? Discuss the connections among the lesson and unit objectives in this unit, instruction, and the assessments you created for this unit. _____

Student Name: _____ I.D. #: _____

Please check using the following key: Does not Meet = -; Meets = $\sqrt{}$; Exceeds = $\sqrt{+}$
(Leave blank any dispositions that are not assessable in this class.)

Faculty: _____ Date: _____

Disposition Indicators

Collaboration: Works together with others to achieve a common goal

- _____ Cooperates with others
- _____ Makes contribution to group effort
- _____ Shares information and materials with others
- _____ Assists peers
- _____ Supports decisions of group willingly, even if different from own
- _____ Volunteers to participate in group effort
- _____ Supports work of others
- _____ Plans and sets goals and priorities with others
- _____ Establishes professional goals that are aligned with those of the organization
- _____ Makes relevant contributions to discussions

Honesty/Integrity: Demonstrates truthfulness, professional behavior and trustworthiness

- _____ Models behavior expected of both teachers and learners in an educational setting
- _____ Communicates without intent to deceive
- _____ Makes decisions and acts with honesty and integrity
- _____ Gives credit to others when using their work

Respect: Honors, values, and demonstrates consideration and regard for oneself and others

- _____ Considers opinions of others with an open mind
- _____ Listens attentively to others in a variety of contexts
- _____ Demonstrates a warm, friendly, and caring manner to others
- _____ Interacts in a polite and respectful manner
- _____ Uses appropriate language
- _____ Takes care of property of others
- _____ Demonstrates empathy and concern for others
- _____ Displays equitable treatment of others
- _____ Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- _____ Interacts appropriately in relation to cultural norms
- _____ Appreciates and embraces individual differences
- _____ Demonstrates positive attitudes toward diverse cultures and learners

Commitment to Learning: Demonstrates a respect for and is serious about knowledge acquisition

- _____ Values knowledge, content, and experiences presented in preservice academic programs
- _____ Takes initiative to expand knowledge base
- _____ Values instructional time

- _____ Seeks opportunities to learn new skills
- _____ Uses credible and data-based sources
- _____ Demonstrates enthusiasm for the subject being taught
- _____ Demonstrates positive attitude toward learning
- _____ Demonstrates intellectual and academic curiosity
- _____ Conveys high expectations for achievement

Emotional Maturity: Demonstrates situationally appropriate behavior

- _____ Uses appropriate strategies to respond to emotional and emergency situations
- _____ Responds to situations professionally
- _____ Uses appropriate tone of voice
- _____ Initiates communication to resolve conflict
- _____ Maintains emotional control
- _____ Uses self-disclosure appropriately
- _____ Uses appropriate non-verbal expressions
- _____ Responds appropriately to actions and reactions of others
- _____ Acts from a positive frame of reference most of the time, including when changes occur
- _____ Accepts feedback from others
- _____ Identifies personal responsibility in conflict/problem situations
- _____ Adapts to unexpected or new situations
- _____ Accepts less than ideal situations when necessary
- _____ Demonstrates good personal hygiene
- _____ Dresses appropriately for the situation

Responsibility: Acts independently and demonstrates accountability, reliability, and sound judgment

- _____ Gives priority to health and safety concerns of self and others
- _____ Protects personal health to avoid absences
- _____ Accepts consequences for personal actions or decisions
- _____ Submits assignments on time or follows procedures for extensions
- _____ Uses sound judgment in decision making
- _____ Takes action to solve problems
- _____ Prepares for classes, meetings, and group work
- _____ Manages time effectively
- _____ Completes assigned tasks from group activities within an acceptable time frame
- _____ Seeks clarification and/or assistance as needed
- _____ Prioritizes work based upon established goals
- _____ Returns borrowed materials in a timely manner
- _____ Takes initiative to get materials and notes when absent from meetings or classes
- _____ Seeks/locates needed resources
- _____ Ensures accuracy of information for which he/she is responsible
- _____ Arrives for class on time
- _____ Attends class regularly

Please retain one copy for your files, give one copy to the student, and send the original to the Major Department office. The chair will forward to the appropriate advisor.

RDG 384: Appendix E
WID Course Projects/Activities

Two portfolio reflective statements for Integrated Unit

Four page research paper focusing on the social studies content of the integrated unit

Writing samples used as models for students in lesson plans in the Integrated Unit
Samples include: writing instruction paragraphs, and critical analysis journal

Lesson and unit rationale paragraphs

Analysis of student writing

Informal in-class writing activities