EDUC 592: Teaching Reading and Writing in the Middle and High Schools
MAT Student Syllabus
Fall 2016

<table>
<thead>
<tr>
<th>Instructor: Stephenie M. Hewett, Ed.D.</th>
<th>Class Meetings: Mondays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: 327C Capers Hall</td>
<td>Class Hours: 5:30</td>
</tr>
<tr>
<td>Telephone: 953-5019</td>
<td>Meeting Room: 201 Capers Hall</td>
</tr>
<tr>
<td>Email: <a href="mailto:HewettS@Citadel.edu">HewettS@Citadel.edu</a></td>
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<td>Credit Hours: 3</td>
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**Prerequisites:** Completion of the required MAT core requirements:

- EDUC 500  Foundations of American Education
- EDUC 512  Data Collection and Analysis
- EDUC 514  The Exceptional Child in the School
- EDUC 536  Educational Psychology
- PSYC 500  Human Growth and Development

**Completion of the Following Professional Course Requirements:**

**EDUC 501 Methods and Materials of Middle and High School Teaching**

**Required Books and Readings:**


2. The South Carolina K-12 Curriculum Standards document that is appropriate for your content area.

3. Stewards of Children Training Curriculum
4. This is a LiveText course. LiveText registration is required.

**Required Class Preparation Readings:**

1. Mission Statement WebQuest on CitLearn
2. Interest Inventory WebQuest on CitLearn
3. Study Questionnaire WebQuest on CitLearn
4. Content Area Reading Inventory Webquest on CitLearn
5. Readability Formulas on CitLearn
6. ObjectivesWebQueston CitLearn
7. PrereadingWebQuest on CitLearn
8. Bloom's Taxonomy on CitLearn
9. Instructional Procedures on CitLearn

    Comprehension Strategies on CitLearn

    Vocabulary on CitLearn

    EEDA on CitLearn

10. Study Guide on CitLearn
11. Evaluations/Assessments on CitLearn

**Student Information:** This course is a required course in the graduate education program. This course is designed for the middle school and high school teacher with emphasis upon developing principled educational leaders, incorporation of reading and writing skills within each content area, program establishment, and diagnostic skills.

**Learning and Developmental Goals:**
The goal of this course is to assist in the preparation of preservice and experienced teacher and Literacy candidates with their application of the knowledge, skills, and dispositions to effectively teach with an integrated content area literacy approach at the secondary (7-12) levels of middle and high schools.
Course Description:

This course is designed for the middle school and high school teacher emphasizing pupil diagnosis followed by instructional decision making directed toward a balanced teaching approach. Candidates focus on literacy skills while teaching the subject matter of the secondary content areas.

CONCEPTUAL BASE: Developing Principled Educational Leaders for P-20 Schools - The Citadel’s Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.
The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

**Knowledgeable** Principled Educational Leaders…
1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

**Reflective** Principled Educational Leaders…
6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

**Ethical** Principled Educational Leaders…
11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.
Relationship of this course to the conceptual base:

Candidates' application of theory will be of utmost importance for this course, and time will be spent in various whole-class and small group discussions and activities. Candidates will reflect on principle features and practices of current, reform-based content area literacy instruction, effectiveness research findings, previous experience, and various in-class and field-based activities. The goal is to present and use a large variety of instructional techniques. Some will be hands-on, active and shared strategies, and others will be more traditional--lecture, class discussion, and small group work. Technology (computers, overhead projector, VCR/TV videotapes) will be used as appropriate to supplement instruction. The instructional strategies are intended to appeal to the candidates' own particular learning preferences as well as to model a variety of techniques that will help them meet the needs of diverse students, classrooms, and situations to which and in which they will teach (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15).

Students will be assigned a middle school or high school class student and will conduct tutoring sessions, small group activities, and whole class instruction in a field-based instructional program in the appropriate content area. The content areas of mathematics, English, social studies, and science will be utilized to provide students the opportunity to instruct public school students in the content area(s) in which they will be certified. Students will align content instruction with reading and writing strategies/activities so that a knowledge of teaching reading and writing in the content area is mastered. (CF1, CF2, CF3, CF4, CF5, CF6). Students will create positive and supportive learning using activities such as:

1. Interest Inventories
2. Study Questionnaires
3. Readability Formulas
4. Objectives (content objectives with reading goals and objectives included)
5. Prereading Activities (Previews, surveys, anticipation guides, conceptual conflicts, K-W-L, webbing, Semantic mapping, structured overviews, questions, etc.)
6. Instructional Procedures including transdisciplinary lessons, directed reading activities, Powerpoint presentations, Electronic Portfolios, reading guides, QAR (Question-and-answer
relationships), tradebooks, software programs for content areas and reading skills, study guides, and activities to enhance comprehension for a wide variety of different types of learners (including ESL students).

7. Assessments including a different type of assessment for each objective. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)

**Course Goals With Evaluation Methods:**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evaluation Methods/Rubrics</th>
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| 1. To identify, explain, and model reading skills (word recognition, vocabulary, and comprehension) and writing skills (mechanics and process) that are prerequisites to efficient reading and writing, and teach word recognition/writing through the use of context, word analysis, and syntactic cueing strategies. (CF1, CF2, CF3, CF4, CF5) | 1. Lesson plans [Instructional Procedures](#)  
2. Questions (Bloom's Taxonomy)  
3. Field experience journal |
| 2. To discuss the objectives of reading and writing in the different content fields, and to realize the importance of reading and writing to those content areas, and to understand how factors such as content purpose, tasks, and settings influence the reading and writing process. (CF7, CF8, CF9, CF10) | 1. Unit [Objectives](#) and SC State Literacy standards list.  
2. [Prereading](#)  
3. [Interest Inventory](#)  
4. [Readability Formulas: Fryes Readability, Raygor, and SMOG](#) |
| 3. To examine research and practices in the area of reading and writing instruction which complement and supplement reading instruction. (CF7, CF8, CF9, CF10) | 1. Lesson plans [Instructional Procedures](#)  
2. Portfolio |
| 4. To strengthen students' reading and writing abilities by embedding reading and writing instruction in a | 1. Unit plan with content standards and ELA reading standards (Objectives, Instructional |
### 5. To select, design, modify and evaluate diagnostic tools in a specific content area, use that tool to evaluate students' reading and writing abilities, prescribe the most appropriate instructional practices and procedures to meet students' individual needs, evaluate ELL programs and strategies, and understand the interactive nature and multiple causes of reading and writing difficulties. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)

1. **CARI Content Area Reading Inventory**
2. PASS and/or HSAP score analysis
3. Field experience journal

### 6. To have knowledge of current and historical perspectives about the nature and purpose of reading and writing, of the importance of reading for language development; listening ability; writing skills, cognitive, social, and emotional development; perceptual motor abilities; and about widely used approaches to reading and writing instruction. (CF1, CF2, CF3, CF4, CF5)

1. Portfolio

### 7. To understand the role of models of thought that operate in the reading and writing processes, the role of metacognition in reading and writing, and to promote feelings of pride and ownership for the process and content of learning, and

1. Reflection papers
2. **Study Questionnaire**
3. Interest Inventory
4. Lesson plans (Objectives, Instructional Procedures, Assessments)
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<tr>
<td>8.</td>
<td>To recognize values and be sensitive to human diversity (cultural and ethnic) along with language differences and understand their influence on the reading and writing processes. (CF11, CF12, CF13, CF14, CF15)</td>
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<td></td>
<td>1. Portfolio</td>
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<td>9.</td>
<td>To recognize the importance of teaching reading and writing as a process rather than instruction of isolated skills and accept the importance of reading and writing as means of learning, to access information, and to enhance the quality of life. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)</td>
</tr>
</tbody>
</table>
|   | 1. Mission Statement  
|   | 2. Lesson Plans (Objectives, Instructional Procedures, Assessments)  
|   | 2. Reflective papers |
| 10. | To believe that all students can learn to read and write and share in the communication process, to understand the conditions necessary for all students to succeed (especially ELL students), and to provide opportunities for students to be exposed to various purposes for reading/writing, to experience reading/writing as relevant to themselves, to write and have their writing responded to in a positive way, and to provide opportunities for creative response to text. (CF1, CF2, CF3, CF4, CF5, CF6, CF12, CF13, CF14, CF15) |
|   | 1. Reflective papers  
|   | 2. Lesson plans (Objectives, Instructional Procedures, Assessments)  
|   | 3. Portfolio  
<p>|   | 4. Field experience journal |</p>
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<tr>
<td>11. To recognize the value and importance of creating a supportive and positive environment for literacy learning which builds on the strengths of individual learners rather than emphasizing weakness. (CF 11, CF12, CF13, CF14, CF15)</td>
<td>1. Lesson Plans (Objectives, Instructional Procedures, Assessments)</td>
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</table>
| 12. To help students monitor their comprehension and reading processes; help students learn apply reading comprehension strategies in the content areas; help students gain understanding of the conventions of language and literacy; help students learn that word recognition strategies aid comprehension; help students learn effective techniques and strategies for the ongoing development of vocabulary; help students analyze information presented in a variety of text; help students connect prior knowledge with new information; assist students in assuming control of their reading; and help students use new technology and media effectively. (CF1, CF2, CF3, CF4, CF5, CF6) | 1. Study questionnaire  
2. Content Area Reading Inventory  
3. Lesson plans (Objectives, Instructional Procedures, Assessments) |
| 13. To recognize and understand that assessment must take into account the complex nature of reading, writing, and language and must be based on a range of authentic literary tasks using a variety of texts; to conduct assessment that involves a consideration of multiple indicators of learner progress and that takes into account the context of teaching and learning; and recognizes and understands the importance of | 1. Reading/Study Guide  
2. Lesson Plans (Objectives, Instructional Procedures, Assessments)  
3. Assessments |
aligning assessment and instruction. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)

14. To recognize the importance of professional development and the continuation of learning and professional development by attending meetings of content. (CF11, CF12, CF13, CF14, CF15)

1. Field experience forms
2. Field experience logs

Instructional Units and Assessments:

**Course Schedule for EDUC 592** – Schedule subject to change based on class needs. Additional reading/activities will be assigned as the course develops.

<table>
<thead>
<tr>
<th>Unit Topic or Title</th>
<th>Correlated Standards/Expectations</th>
<th>Length/Date (Week of)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class introduction</td>
<td>(CF12, CF13, CF14, CF15, CF16, CF17)</td>
<td>August 22</td>
<td>Mission Statement</td>
</tr>
<tr>
<td>Philosophy of Education and Mission Statement</td>
<td>(CF7, CF8, CF9, CF10, CF11, CF12)</td>
<td></td>
<td>Interest Inventory</td>
</tr>
<tr>
<td>Interest Inventory</td>
<td>CF1, CF2, CF3, CF4, CF5, English Indicator 4 (EI 4), Math Indicator 7 (MI 7), Physical Education Indicators 5 and 6 (PEI 5,6), Science Indicator 6 (SCI 6), Social Studies Indicators 3 and 6 (SSI 3 and 6)</td>
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<tr>
<td>Study Questionnaire</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15, EI 4, EI 5, MI 5,</td>
<td>August 29</td>
<td>Study Questionnaire</td>
</tr>
<tr>
<td><strong>Readability Formula</strong></td>
<td><strong>PEI 4, PEI 5, SCI 1, SCI 10, SSI 1</strong>&lt;br&gt;(CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10)&lt;br&gt; EI 1, EI 3, MI 6, PEI 1, PEI 7, PEI 9, SCI 1, SCI 1&lt;br&gt;CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, EI 1, EI 3, MI 6, PEI 1, PEI 7, PEI 9, SCI 10, SSI 1</td>
<td><strong>Readability Formula</strong></td>
<td><strong>Content Area Reading Inventory (CARI)</strong>&lt;br&gt;<em>Gardner’s Multiple Intelligences</em>&lt;br&gt;<em>Learning Modes</em>&lt;br&gt;<strong>Catch up Day</strong>&lt;br&gt;&lt;br&gt;<strong>Labor Day</strong>&lt;br&gt;<strong>September 5</strong>&lt;br&gt;<strong>NO CLASS!</strong>&lt;br&gt;<strong>Have fun and relax!</strong>&lt;br&gt;&lt;br&gt;<strong>September 12</strong>&lt;br&gt;No on-campus Class&lt;br&gt;&lt;br&gt;The following assignments should be completed:&lt;br&gt;1. Reflection paper on how you learn and demonstrate that knowledge.&lt;br&gt;2. Mission Statement&lt;br&gt;3. Readability Formulas: FryesReadability, Raygor, and SMOG</td>
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<tr>
<td>Objectives</td>
<td>Prereading</td>
<td>Bloom’s Taxonomy</td>
<td>Stewards of Children Training</td>
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<tr>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 4, EI 5, EI 6, EI 7, MI 3, MI 4, MI 5, MI 6, MI 9, PEI 1, PEI 6, PEI 8, SCI 6, SCI 7, SCI 9, SSI 1, SSI 6 CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 1, EI 7, MI 1, MI 3, MI 4, MI 5, MI 11, PEI 1, PEI 3, PEI 8, PEI 9, SCI 1, SCI 3, SCI 5, SCI 7, SCI 10, SSI 1</td>
<td>Work on last week’s assignments.</td>
<td>September 26</td>
<td>Objectives and Concepts Prereading Bloom’s Taxonomy Stewards of Children certificate</td>
</tr>
<tr>
<td>ELA Strategies</td>
<td>Instructional Technology Comprehension Activities</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 10, MI 8, PEI 11, SCI 7, SSI 10</td>
<td>October 3</td>
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<tr>
<td>ELA Strategies</td>
<td>Instructional Technology Comprehension Activities</td>
<td>CF1, CF2, CF3, CF4, CF5, EI 10, MI 8, PEI 11, SCI 7, SSI 10</td>
<td>October 10</td>
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<tr>
<td>Vocabulary Activities</td>
<td>Activities</td>
<td>Discussion Board Post</td>
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<tr>
<td>Work night</td>
<td>CF1, CF2, CF3, CF4, CF5, EI 10, MI 8, PEI 11, SCI 7, SSI 10</td>
<td>October 17</td>
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<tr>
<td>Work night</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 1, EI 7, MI 1, MI 3, MI 4, MI 5, MI 11, PEI 1, PEI 3, PEI 8, PEI 9, SCI 1, SCI 3, SCI 5, SCI 7, SCI 10, SSI 1</td>
<td>October 24</td>
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<tr>
<td>Instructional Procedures</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 1, EI 7, MI 1, MI 3, MI 4, MI 5, MI 11, PEI 1, PEI 3, PEI 8, PEI 9, SCI 1, SCI 3, SCI 5, SCI 7, SCI 10, SSI 1</td>
<td>Lesson Plans</td>
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<tr>
<td>Instructional Procedures</td>
<td>Online class assignments</td>
<td>October 31</td>
<td></td>
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<tr>
<td>Resource Evaluation/We b Search</td>
<td>Online class assignments</td>
<td>Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Resource Evaluation/We b Search</td>
<td>Online class assignments</td>
<td>Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Reading/study guide</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, EI 5, EI 7, MI 9, MI 11, SCI 1, SCI 7, SSI 1</td>
<td>November 7</td>
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<tr>
<td>EEDA Evaluations and assessments</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10</td>
<td>Lesson Plans</td>
<td></td>
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<tr>
<td>Work night</td>
<td>Work on assignments</td>
<td>November 14</td>
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<tr>
<td>SOE Teacher Portfolio</td>
<td>SOE Teacher Portfolio</td>
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<tr>
<td>No Class</td>
<td>Fall Break</td>
<td>November 21</td>
<td>Eat, spend time with family, and relax!!</td>
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<tr>
<td>SOE Teacher Portfolio</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15</td>
<td>November 28</td>
<td>SOE Teacher Portfolio</td>
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<tr>
<td>Livetext Forms</td>
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<tr>
<td>Course Evaluation</td>
<td>CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15</td>
<td>December 5</td>
<td>Field Experiences</td>
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<td>Assignments corrections</td>
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<tr>
<td>Individual Conferences</td>
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<td>December 12</td>
<td>Individual Conferences</td>
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<tr>
<td>Exam Week</td>
<td>Individual Conferences</td>
<td>December 12</td>
<td>Individual Conferences</td>
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*Catch Up class is designed to help you turn in all assignments up to this point. This is extremely important in staying on track to complete the portfolio on time. All of the listed assignments should be posted on LiveText on Monday, September 26, 2016.

***Make 5 copies of the Resource Evaluation. Find 5 web sites regarding your unit. Evaluate the websites using the resource evaluation tool. Post the evaluations on LiveText.

**Grades for EDUC 592**

There are no written exams. The assignments are designed to allow the students the opportunity to completely plan a unit of content instruction including necessary reading and writing instruction. All assignments will focus upon that topic. If you are currently teaching in a school, you may want to choose a topic that will be taught in your classes at school.
All assignments including field experiences are required to be completed at the "A" level. If the assignment is not on the A level of quality, it will be returned for revision and improvement. There is no grade deduction for returned assignments. **If an assignment is not submitted on Livetext by the due date, the student gives up the option of resubmitting the assignment to receive an “A”. The assignment will be graded using the following grading scale:**

- A grade of an “A” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing no spelling, grammatical, and/or mechanical errors.

- A grade of a “B” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing one spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or one aspect of the assignment is missing.

- A grade of a “C” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing two spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or some aspects of the assignment are missing.

- A grade of a “D” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing three spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or multiple aspects of the assignment are missing.

- A grade of an “F” - All aspects of the assignment are evident and are at the “A” quality with the assignment containing four or more spelling, grammatical, and/or mechanical errors and/or the aspects of the assignments are not at the “A” level and/or multiple aspects of the assignment are missing.
Even though the late assignment will not receive a grade of an “A”, the assignment must be resubmitted to the “A” level.

If any assignment is not resubmitted or does not reach the "A" level, the student will receive an "F" for the course. Resubmit assignments should be turned in for reevaluation no later than 2 weeks after the assignment has been returned for corrections. The objective is to complete a unit of instruction of “A” quality work. All assignments are to be kept in the Livetext portfolio.

Class Expectations:

1. Attendance is expected at all class meetings.
2. All assignments must have a mastery level of 90% (A) or above.
3. All Assignments should be uploaded to Livetext.
4. Read and be prepared to discuss in class
5. At least a 15 hour field experience working with a teacher in the certification content area.
6. Darkness- to-Light training – Free online for Citadel students (3 hours)
7. Attendance at a cultural, scientific, mathematical and/or historical event for 2 hours.
8. A field experience journal including all of the field experience entries, lesson plans, evidence of participation, and reflections.

Disability Disclosure:

Under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access programs and services. The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is the Office of Access Services, Instruction, and Support (OASIS) purpose to assist, advocate for, coordinate and support students' academic needs. All accommodations are coordinated through the OASIS located in Room 105 Thompson Hall (953-1820).

Statement on Plagiarism and Consequences:

Students are encouraged to share ideas, methods, and teaching techniques with each other. Time will be allowed in class to meet in
collaborative groups to share and discuss ideas. Students are also encouraged to proofread each other's work. Although idea sharing is encouraged, students should not directly copy someone's words. Ideas should be adapted and adjusted to meet the individual needs of the students. Word-by-word copying and identical assignments are considered Honor Code Violations.

**Field Experience Requirements:**

Students are required to participate in a Field Experience for 15 hours. (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)

1. Candidates are required to work in a middle or high school class with students in the 7th grade or above for at least 15 hours (Total of 20 field experience hours with the 5 added hours described below). Dr. Reilly will be assigning classes based on the candidates’ previous practicum experiences. Candidates are responsible for keeping a journal of the activities during the field experience. The requirements for the school-based field experience are found at this link, [Requirements](#). All lesson and activity plans must be turned in with the journal. A self-assessment/reflection of the effectiveness of the lessons and recommendations for and teacher and class should also be included as a final summation in the journal. Cooperating teachers will complete a [Field Experience Evaluation form](#) to be returned to Dr. Hewett at the end of the field experiences.

2. Candidates are required have Darkness-to-Light training. The Stewards of Children Certificate is required. It is free online to Citadel students. Maximum time allowed for this activity is 3 hours.

3. Candidates are required to attend 1 artistic/cultural event such as the Friends of the Library presentation of English writer's and scholars or the poetry walks, etc offered throughout the Charleston area. A lesson plan should be developed to incorporate the cultural arts into your classroom to encourage appreciation and participation by the public school students in the fine arts and included along with any evidence regarding the event in the field experience journal. A [journal entry](#) and any evidence related to the activity should be included in the journal. Maximum time allowed for this activity is 2 hours.

**Assessment of Field Experience**- Satisfactory completion of all in-school field experiences and requirements and an acceptable rating on the
dispositions form. A passing grade for the course will not be awarded with failure to complete the following aspects of this **required** component of the course.

- Maintaining a responsible, professional disposition in all situations
- Maintaining a reflections journal of all field experiences
- Filing the appropriate practicum paperwork
- Practicum evaluations from cooperating teachers
- Practicum teaching packet (lesson plans, teaching materials, reflections)
- Practicum evaluations by candidates

**Course Requirements:** The electronic portfolio (Livetext e-portfolio) is a collection of the required assignments and reflections of the experiences in this course. The e-portfolio must have the following components: (CF1, CF2, CF3, CF4, CF5, CF6, CF7, CF8, CF9, CF10, CF11, CF12, CF13, CF14, CF15)

1. The following assignments and reflections
   ____ 1. How I learn best reflection
   ____ 2. How I communicate when stressed reflection
   ____ 3. Philosophy of Education
   ____ 4. Readability Formulas Reflection and evaluation of textbook
   ____ 5. Interest Inventory
   ____ 6. CARI
   ____ 7. Study Questionnaire
   ____ 8. Objectives
   ____ 9. Prereading
   ____ 10. Questions (Bloom's Taxonomy)
   ____ 11. Instructional Procedures
   ____ 12. Technology – PowerPoint and Resource Evaluations
   ____ 13. Reading/Study Guide
   ____ 14. Assessments and Evaluations
   ____ 15. Lesson Plans
   ____ 16. Reflections on lessons learned while creating a unit of instruction with reading and writing skills
   ____ 17. Field Experience Journal and reflections including an entry with the Stewards of Children Certificate and an entry the cultural arts event with at least 1 lesson plan on the integration of the fine arts into the curriculum.
Grading Rubrics:

The MAT candidate evaluation involves a portfolio assessment with the following assignments included:

1. Reflection paper on how you learn and demonstrate that knowledge
2. Readability Formulas: Fryes Readability, Raygor, and SMOG
3. Interest Inventory
4. CARI
5. Study Questionnaire
6. Objectives
7. Prereading
8. Questions (Bloom's Taxonomy)
9. Instructional Procedures
10. Reading/Study Guide
11. Assessments and Evaluations
12. Field Experience- Satisfactory completion of all in-school field experiences and requirements and journal entries. A passing grade for the course will not be awarded with failure to complete the following aspects of this required component of the course.
   ○ Maintaining a responsible, professional disposition in all situations
   ○ Maintaining a reflections journal of all field experiences
   ○ Filing the appropriate practicum paperwork
   ○ Practicum evaluations from cooperating teachers
   ○ Practicum teaching packet (lesson plans, teaching materials, reflections)
   ○ Practicum evaluations by candidates