South Carolina State University

Professor: Omari L. Dyson, Ph.D.
Department: Teacher Education
School: Education, Humanities, and Social Sciences
Course: ED 150 Education Seminar-PRAXIS I Reading Preparation (Spring, 2009)
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Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2:00 P.M. - 3:00 P.M.</td>
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<tr>
<td>Tuesday</td>
<td>4:00 P.M. – 4:50 P.M.</td>
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<td>Wednesday</td>
<td>10:00 A.M. - 10:50 A.M.</td>
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<td>3:00 P.M. - 4:50 P.M.</td>
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<td><em>By appointment</em></td>
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Required Text
Reading, Writing, and Math

I. Course Description (1 Credit)
Emphasis is on mastery of reading concepts as related to the PRAXIS I examination.

II. Course Rationale and Objectives
This course will assess each pre-service teacher’s general abilities in reading and comprehension. This is a critical step in preparing pre-service teachers for successful completion of the reading exam (with a passing score of at least 175)—one requirement for students to be accepted as a teacher candidate in the Department of Education at South Carolina State University.

III. Course Competencies
The vision of the teacher education program at South Carolina State University is for all teacher candidates to possess the knowledge, skills, and dispositions enabling them to meet the educational needs of learners regardless of their ethnic, cultural, socio-economic, or educational backgrounds. Teacher candidates will be influential in helping students become mature, knowledgeable, productive and responsible members of a technological society, and they will positively influence the development of educational systems at all levels. The mission of the College of Education, Humanities, and Social Science is to respond to the demands of a diverse, global society by preparing Teacher candidates who are reflective decision makers, effective performers, humanistic practitioners, globally versed, and technologically resourceful. This course is structured to blend standards from SCSU’s Conceptual Framework; National Board for Professional Teaching Standards (NBPTS); and Education and Economic Development Act (EEDA).
Below are the candidate proficiencies for initial and continuing preparation of prospective teachers at South Carolina State University:

**Conceptual Framework**

1. **Reflective Decision Maker.**
   Teacher has a depth of knowledge and understanding (i.e., ideals and practices related to ethics, organization, foundational theory, current research and trends, and resources to support instruction) in order to evaluate the effects of their choices and actions and to seek opportunities and grow professionally.

2. **Effective Performer.**
   Teacher demonstrates knowledge of content and instructional strategies and execute skills delineated in professional, state and instructional standards to help all students learn. They demonstrate knowledge of how students learn and develop by providing, using technology when appropriate, learning opportunities that support students’ intellectual, social, cultural, and personal development.

3. **Hold a Global Perspective.**
   Teacher is able to demonstrate the ability to consider and provide information which is cohesive and inclusive of issues related to the social, economic, political, historical, and global realities experienced by individuals or groups.

4. **Humanistic Practitioner.**
   Teacher works effectively with all clients regardless of their ethnic background, sex, age, socio-economic level, or exceptionalities. Candidates provide learning opportunities that support intellectual, social and personal development. They demonstrate self-evaluation and sensitivity to all students.

5. **Technologically Resourceful.**
   Teacher understands and demonstrates skill in the use of technology to access, inform, plan and develop a variety of instructional strategies. They incorporate the use of technology in developing, implementing and assessing meaningful learning experiences for all students.

**Education and Economic Development Act (EEDA) Standards**

**Standard Five:** Teacher will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

**Standard Six:** Teacher will implement learning strategies that promote cooperation.

**Standard Seven:** Teacher will implement strategies to accommodate the needs of diverse learners.
National Board for Professional Teaching Standards (NBPTS)

**Proposition 1:** Teacher is committed to students and their learning.
**Proposition 2:** Teacher knows the subjects they teach and how to teach those subjects to students.
**Proposition 3:** Teacher is responsible for managing and monitoring student learning from experience.
**Proposition 4:** Teacher thinks systematically about their practice and learns from experience.
**Proposition 5:** Teacher is a member of learning communities.

IV. Expected Measurable Outcomes
- Based on pre-/post-test score comparisons, students’ abilities will improve in:
  1. Critical/inferential comprehension.
  2. Literal Comprehension.
- Participants who fulfill the necessary requirements of the course will pass PRAXIS I examination with a minimum score of 175.

V. Outline of Course Content

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/14</td>
<td>Introduction</td>
</tr>
<tr>
<td>1/21</td>
<td>Test Strategies/Scoring/Practice Examination</td>
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<tr>
<td>1/28</td>
<td>Main Idea/Vocabulary</td>
</tr>
<tr>
<td>2/4</td>
<td>Supporting Idea/Vocabulary</td>
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<tr>
<td>2/11</td>
<td>Vocabulary Words in Context</td>
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<tr>
<td>2/18</td>
<td>Organization/Vocabulary</td>
</tr>
<tr>
<td>2/25</td>
<td>Inference/Vocabulary</td>
</tr>
<tr>
<td>3/4</td>
<td>Evidence/Vocabulary</td>
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<tr>
<td>3/11</td>
<td>Mid-Term Examination</td>
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<tr>
<td>3/25</td>
<td>Assumption/Vocabulary</td>
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<td>4/1</td>
<td>Fact versus Opinion/Vocabulary</td>
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<td>4/8</td>
<td>Attitude/Vocabulary</td>
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<tr>
<td>4/15</td>
<td>Extending and Predicting/Vocabulary</td>
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<tr>
<td>4/22</td>
<td>Conclusion/Vocabulary</td>
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<td>4/29</td>
<td>Application/Vocabulary</td>
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<tr>
<td>5/6</td>
<td>Final Examination</td>
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VI. Library Assignment

The Electronic Library resource Center (ELRC) at South Carolina State University (SCSU) provides candidates with access to online research resources. Links to academic references tools, APA style guidelines, databases, research guides, library catalogs, and search engines assure that all candidates have access to the most up-to-date information.
VII. Special Course Requirements

- Register for PLATO (PRAXIS I)
- Internet Preparation (All preparation modules (Reading/Writing/Math) required to be completed.)
- Attend class regularly, on time and participate in class activities (only one unexcused absence will be accepted).
- Read and complete assignment in preparation for lectures and discussions.
- Turn in all assignments on time.
- Arrive to class on time.
- Dress attire must be either casual or business casual.
- Cell phones must be turned off (vibrate for emergency purposes only).
- Perform successfully on PRAXIS I examination (Documentation copy required).

VIII. Methods of Evaluation

To prepare students for their PRAXIS I-Reading exam, I, the professor, will utilize various instructional procedures (e.g., lecture, modeling, demonstration, question/answer techniques, practice exams, class activities, discussions, handouts, audio-visuals) to strengthen students’ reading comprehension skills. Students will also take simulated timed tests to practice the reading section of PRAXIS I.

- Grade distributions will be based on class performance and PRAXIS I results.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Grade</th>
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<tr>
<td>Classwork, Attendance, Participation, and Blackboard</td>
<td>25</td>
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<tr>
<td>FINAL Exam</td>
<td>75</td>
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- Grade Scale
  A = 90-100
  B = 80 – 89
  C = 70 – 79
  D = 60 – 69
  F = 59 and below

- Grade “A” – Students who take PRAXIS I examination and submit official passing score (175) for the reading exam before the deadline for grade submission.
- Grade “B” - Students who take PRAXIS I examination and have 171-174 for reading before the deadline for grade submission and all other course work is satisfactory.
- Grade “C” – Students who take PRAXIS I examination with score of 170 and all other course work is satisfactory. Your test confirmation number must be submitted.
- Grade “D” – Students who take the PRAXIS I examination for reading and score 169 or below and/or course work is unsatisfactory.
- Grade “F” – Students who do NOT take the PRAXIS I examination.

***The major objective of this class is to pass the PRAXIS I reading examination. Any student who meets this objective during the semester will receive a grade of “A” and class attendance is no longer required.

Register online at [www.ets.org/praxis](http://www.ets.org/praxis).
Computer-Based PRAXIS Test Sites (offered frequently) (1 exam=$80; 2 exams=$120; 3 exams=160):

**PROMETRIC Testing**
121 Executive Center Drive
Suite 144
Synergy Business Parke, Congaree Building
Columbia, SC 29210
Phone 803-354-9221

**University of South Carolina**
Corner of Greene Street and Bull Street
345 Russell House
Orientation and Testing Office
Columbia, SC 29208
Phone 803-777-2782

Paper-Based Examinations ($40)
a. Register on 2/12/09; Exam on 3/14/09; Phone results on 4/10/09
b. Register on 3/26/09; Exam on 4/25/09; Phone results on 5/22/09

**IX. References**


**Test Components**

**A. Literal Comprehension**

Literal comprehension content measures the ability to understand accurately and completely the explicit content of a written message. There are four types of questions:

A. main idea questions involve identifying summaries or paraphrases of the main idea or primary purpose of a reading selection
B. supporting idea questions involve identifying summaries or paraphrases of supporting ideas

C. organization questions involve recognizing how a reading selection is organized, how it uses language, how the ideas in a selection are related to one another, or how key phrases and transition words are used in a reading selection

D. vocabulary questions involve identifying the meanings of words as they are used in the context of a reading selection

B. Critical and Inferential Comprehension

Critical and inferential comprehension content measures the ability to evaluate a reading selection and its messages. There are three types of questions:

A. argument evaluation questions involve determining the strengths and weaknesses of arguments in a reading selection, determining the relevance of evidence presented in the reading selection to the assertions made in the selection, or judging if material presented is fact or opinion.

B. inferential reasoning questions involve drawing inferences and implications from the directly stated content of a reading selection, determining the logical assumptions underlying a selection, or determining the author’s attitude toward the material discussed.

C. generalization questions involve recognizing situations that are similar to the material in a reading selection, drawing conclusions about the material in a selection, or applying ideas from the selection to new situations.