Elementary Education
RDG 501.501 Advanced Studies in Early Literacy of Young Children
Fall 2017

Instructor: Dr. Deborah J. Williams  Course Time & Location: Online
Office: 2011  Office Hours: Virtual & Face-to-face office hours
          Monday-Thursday: 10:45-11:15 AM &
          Tuesday-Thursday: 2:00-3:00 PM

Office Phone: 936-468-1884  Credits: 3.0 hours
Fax: 936.468.1701  Email: Via D2L and williamsd9@sfasu.edu

Prerequisites:

I. Course Description:

RDG 501.501 – This course provides an examination of early literacy of young children, issues, theories, and content related to early literacy, assessment, and explicit instruction.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives align with the mission of preparing competent reading professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to deliver reading professional development to adults in the field. The Program Learning Objectives are aligned to the International Reading Association (IRA) Standards. All content and assignments are aligned to these IRA standards.

To view the Conceptual Framework and complete list of proficiencies, visit http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

**PLOs and SLOs**

**PLO 1: READING SPECIALIST/LITERACY COACH CANDIDATES UNDERSTAND THE THEORETICAL AND EVIDENCE-BASED FOUNDATIONS OF READING AND WRITING PROCESSES AND INSTRUCTION**

The following items are aligned to the International literacy Association 2010 Standards:

SLO 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
SLO 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

SLO 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Some readings are already in D2L in (pdf) format. Readings will be synthesized upon and may/ may not be tested. Nonetheless, all readings, including notes, examples, and videos are expected to be viewed/read prior to completing the related assignments.

A. Discussion Board Assignments (30 points)

1. Introduction: For this discussion, you will introduce yourself to the class. When you post your introduction, follow these instructions:
   - Use your first and last names for your subject line (i.e. Susy Bookworm)
   - Share where you teach or what you are currently doing right now
   - Share which program you are in: Reading Specialist, Master Reading Teacher, or Master's in Elementary Education
   - Share a little bit about yourself and you are welcome to post a picture
   - Share your earliest memory of learning how to read...who taught you...where were you...what did you read...how did you feel?
   - You must post your introduction August 28, 2017 by 11:30 PM (2 points). AND… you must respond to at least two classmate’s introduction by August 30, 2017, 11:30 PM (2 points).

2. Thoughts: Every Young Child a Reader
   For this discussion, you will read the introduction, pp. 1-11 (EYCR book) and share your thoughts about Clay’s research and theory on early literacy and Article: More than ABC’s in at least 150 words. In a second paragraph of the same discussion response, you will list questions you have about the six observation survey assessments. You must post your thoughts and questions by September 1, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s thoughts by September 3, 2017, 11:30 PM (2 points).

3. Questions: Observation Survey
   For this discussion, you will review the 6 Observation Survey tasks from our required textbook, An Observation Survey of Early Literacy Achievement. Then post questions you have about administering the six observation survey assessments. If you have no questions, then post a paragraph summarizing your understanding of the task, as well, as the age of the child you plan to assess and tutor. You must post your thoughts and questions by September 5, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s thoughts or questions by September 7, 2017, 11:30 PM (2 points).

4. Compare/Contrast Reading Research Flyer
   For this discussion, you will create a 1-page Flyer through a compare and contrast of Reading First findings to four reading organizations’ position statements on early literacy. In order to complete this discussion, you must familiarize yourself with the Reading First study located in Module 2. Additionally, you will research the following organizations (International Literacy Association (ILA), National Education Association (NEA), National Council of Teachers of English (NCTE), and National Association for the Education of Young Children (NAEYC) to locate their positions on early literacy and compare to Reading First findings. You must post your synthesized Flyer by October 6, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s Flyers by October 8, 2017, 11:30 PM (2 points).

5. Parent Workshop Newsletter
For this discussion, you will create a one-page Newsletter explaining to parents what is meant by foundational skills. The Newsletter should also include examples of foundational skills and parent resources to support kindergarten students as they develop these skills. Resources should also involve digital tools. Further, the Newsletter should include an announcement regarding a parent workshop, as well as, additional classroom news and around the school. You must post your 1-Page Newsletter by October 20, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s Newsletters by October 22, 2017, 11:30 PM (2 points).

6. Social Media (Twitter) Discussion
For this discussion, you will share what you consider the most important information you have engaged with in this class regarding early literacy and why. In addition, discuss how you plan to become an advocate for early literacy of young children and disseminate this essential information. This can be a 6-8 sentence paragraph. After you submit your tweet to other educators, take a screen shot OF the submitted Twitter page and upload to the discussion board. (Do not attach.) You must post your screenshot of the 1-paragraph Tweet to the discussion board by November 15, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s Tweets by November 17, 2017, 11:30 PM (2 points).

7. Analysis of Early Literacy Writing Discussion
For this discussion, you will analyze your child’s writing & hearing sounds in words assessments. Also, analyze writing from tutoring sessions. Explain your child's writing developmental stage at this point and how you would teach him or her to write informational texts. Also, explain how you would increase the level of difficulty in text reading to support the writing and why.

Information from Weeks 11 and 14 Modules will be pivotal to completing this discussion. However, you may find information from other modules very helpful so feel free to use information from all modules. You must post your 1-paragraph writing analysis and sample of student’s writing to the discussion board (Do not attach) by December 1, 2017, 11:30 PM (2 points). AND…you must respond to at least two classmate’s writing analysis by December 3, 2017, 11:30 PM (2 points).

B. Dropbox Assignments (44 points)

1. Scanned Observation Survey Assessments: For this assignment, you will assess a five or six year old child using Running Records, Concepts About Print, Letter Identification, Word Reading, Writing Vocabulary, and Hearing and Recording Sounds in words observation survey batteries. Scan the six assessment forms and copy into one document. Upload the one document to Dropbox by September 10, 2017, 11:30 PM (10 points)

2. Red Book Series Visual: For this assignment, you will create some sort of graph, chart, table, visual, etc... that includes the following:

   • The name of the reading component (Phonological Awareness, Alphabetic Principle/Phonics, Fluency, Vocabulary, & Comprehension)
   • A definition of that reading component
   • Instructional strategies that are shown to be most effective in the teaching of that reading component.
   • One idea/sentence/thought that 'jumped' out at you from the reading. You are to write the sentence, word for word in quotation marks, and put the page number of the booklet where that sentence is found. After you cite the sentence, write at least two sentences of your own as to why you found that sentence to be so significant to you.
   • You will have a total of FIVE components that include each of the bulleted items above.
   • Upload the visual to the Dropbox by September 17, 2017, 11:30 PM (4 points)

3. Tutoring Reflection 1 and Writing Sample: For this assignment, you will tutor the same child for 10 thirty-
minute lessons. For these tutoring lessons, you will select a new book each lesson for the child to read, based on the instructional level you identified on the running record. The new book should be leveled and should come from Reading A-Z or a K-2 literacy bookroom, if you have one in your school. You will use a modified version of Clay’s Reading Recovery first grade intervention lesson for these 10 lessons.

- **Before Reading**: Familiar Rereading, one-sentence introduction, and a picture walk. (optional)
- **During Reading**: Using a whole text, the child reads the book and problem solves with teacher support.
- **After Reading**: Involve the child in a word work lesson and Interactive writing about the book. During interactive writing, you and the child will share the pen. You and the child might use a different color marker to write with. This will allow the child to see who is writing most of the story.
- **The writing paper should be lineless.**
- **Note**: After the first lesson, you should allow the child to read his or her familiar books before introducing a new book. Clay refers to this section of the lesson "Familiar Rereading."
- **Reflection 1** should include what materials you used for each segment of the 5 lessons and if the child was successful. You should take a picture of the child’s writing and upload as the last page of the reflection. Upload this assignment to the Dropbox September 24, 2017 by 11:30 PM. *(5 points)*

For instructional ideas, you may scan ahead in our main textbook. You may review the example list of early literacy activities in Week 11. Additionally, you may use online resources such as readinga-z, teacherspayteachers, and fcr.org.

4. **Tutoring Reflection 2 & Post Assessments**: You should have completed the first five lessons. For lessons 6-10, you will continue to select a new book for each lesson, except, you should increase the level of the text. Continue to allow the child to select 3-4 familiar books to read prior to each lesson before introducing the new book. **Remember to follow the same lesson sequence for lessons 6-10.**

- **Before Reading**: Familiar Rereading, one-sentence introduction, and a picture walk. (optional)
- **During Reading**: Using a whole text, the child reads and problem solves with teacher support
- **After Reading**: Involve the student in a word work lesson and Interactive writing about the book. During interactive writing, you and the child will share the pen. You and the child might use a different color marker to write with. This will allow the child to see who is writing most of the story.
- **The writing paper should be lineless.**
- **Reflection 2** should include what materials you used for each segment of the 5 lessons and if the child was successful. Then, post assess the child using the same 6 observation surveys and attach to reflection 2 in the Dropbox October 8, 2017 by 11:30 PM. *(5 points)*

5. **Staff Development Agenda and 1-Page Handout**: For this assignment, you will create a one-page agenda and one-page handout in response to the following scenario:

- “You are the reading specialist at your school facilitating a book study with the principal, kindergarten and first grade teachers. The title of the book is “Every Young Child a Reader” by Gibson and Moss. Read Chapter 1. Summarize and synthesize the information to create a 1-page agenda and 1-page handout. Remember, you are the facilitator, therefore your agenda should reflect how you plan to engage the participants with this information.”
- **Upload your Agenda and Handouts to the Dropbox by October 15, 2017, 11:30 PM. (4 points)**
6. **Three-Page Position Paper:** For this assignment, you will justify to the principal with supporting references why Title 1 funds should be used to purchase narrative and informational texts for kindergarten and first grade classrooms. This paper is formal and should follow APA guidelines with header, page numbers, title page, in-text citations, 1-page body and reference page. Upload your paper to the Dropbox by **November 5, 2017, 11:30 PM.** *(4 points)*

7. **T-Chart/TEKS and Early Literacy Activities:** For this assignment, you will complete a T-chart by reviewing your child’s assessment data. You will also review the following TEKS for either kindergarten or first grade:

   - Print awareness, phonological awareness, phonics, and strategies
   - Select three student expectations from each of the four TEKS above and identify an activity that can be used to teach each student expectation. An example of the T-Chart is located in Week 3 module.
   - Upload your T-Chart to the Dropbox by **November 12, 2017, 11:30 PM.** *(4 points)*

8. **Observation Survey Summary Form and Recommendation:** For this assignment, you will respond to a scenario.

   - “After six weeks of school, a kindergarten or first grade teacher noticed that a student was progressing slowly in her class and she wanted to help the student. So, she approached you, the Master Reading Teacher and requested recommendations on how to support this child. You gave the student the six Observation Survey tasks. After assessing the child, you completed the Observation Survey Summary Form and 1-page recommendations. You scheduled a meeting with the teacher to discuss the student’s strengths and roadblocks, as well as, strategies to support this child’s literacy development.”
   - For this Case Study, you will submit the completed Observation Survey Summary Form, 1-page recommendations for each area assessed, and Appendices that include the 6 assessments.
   - **Upload your Case Study to the Dropbox and Livetext by December 10, 2017, 11:30 PM.** *(10 points)*

**C. Quizzes/Exams (25 points)**

   - Syllabus Quiz, Due by August 29, 2017 *(3 points)*
   - Phonemic awareness/Phonics Quiz, Due by October 29, 2017 *(5 points)*
   - Practice Exam, Due by December 3, 2017 *(0 points)*
   - MRT Practice Exam, Due by December 3, 2017 *(0 points)*
   - Final Exam, Due by December 14, 2017 *(17 points)*

**D. Course Evaluation (1 point)** To receive the point, you must complete by December 3, 2017.

**NOTE:** Late/missed assignments will not be accepted and will be graded “0”. If accepted due to some circumstances, the assignment will receive only 50% of the grade maximum.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1. <strong>Discussion:</strong> Introduction</td>
<td>4</td>
<td>August 28 &amp; 30</td>
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<tr>
<td>2. <strong>Discussion:</strong> Your Thoughts on EYCR book Introduction</td>
<td>4</td>
<td>September 1 &amp; 3</td>
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</table>
3. **Discussion: Questions/Observation Survey** 4 September 5 & 7
4. **Discussion: Compare/Contrast Flyer** 4 October 6 & 8
5. **Discussion: Foundational Skills Parent Workshop Newsletter** 4 October 20 & 22
6. **Discussion: Social Media (Twitter)** 4 November 15 & 17
7. **Discussion: Writing Analysis** 4 December 1 & 3
8. **Dropbox: Scanned Assessments (6)** 10 September 10
9. **Dropbox: Red Book Series Visual** 4 September 17
10. **Dropbox: Tutoring Reflection 1 & Writing Sample** 5 September 24
11. **Dropbox: Tutoring Reflection 2 & Post Assessments** 5 October 8
12. **Dropbox: Staff Development Agenda and Handout** 4 October 15
13. **Dropbox: 3-Page Position Paper** 4 November 5
14. **Dropbox: TEKS & Early Literacy Activities** 4 November 12
15. **Dropbox/Livetext: Observation Survey Summary & Recommendations** 10 December 10
16. **Quiz: Syllabus** 3 August 29
17. **Quiz: Phonemic Awareness/Phonics** 5 October 29
18. **Quiz: Practice** 0 December 3
19. **Exam: Master Reading Teacher** 0 December 3
20. **Exam: Final** 17 December 11-14
21. **Course Evaluation** 1 December 3

**Total Points**

| 100 |

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**Grading Scale:**

- A (100-90%)—90 to 100 points
- B (89-80%)—80 to 89 points
- C (79-70%)—70 to 79 points
- F (69% or below)—69 and below points

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of the total number of points earned.

V. Tentative Course Outline/Calendar:

This is the official tentative timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines.

**RDG 501.501 Advanced Studies in Early Literacy of Young Children**

**Timeline, Fall (2017)**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Reading Assignments</th>
<th>What is due this Week? (All assignments due by 11:30 PM)</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Required Reading Assignments:</strong> Module: Before Class Begins</td>
<td>• <strong>Discussion:</strong> Introduce yourself, Post Monday, Aug. 28, 2017, by 11:30 PM;</td>
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<td>Writing Expectations</td>
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<td>Certification Exams</td>
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<td>Additional Resources</td>
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<tr>
<td>Date</td>
<td>Required Reading Assignments</td>
<td>Discussion</td>
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<td>Sept 3</td>
<td>• Self-Introduction Module&lt;br&gt;• Module: Syllabus &amp; Timeline&lt;br&gt;• Module: Introduction to Every Young Child a Reader, pp. 1-11 (EYCR book)</td>
<td>Respond to at least 2 classmates by Wednesday, August 30, 2017, 11:30 PM&lt;br&gt;• Quiz: Syllabus, Due Tuesday, August 29, 2017 by 11:30 PM&lt;br&gt;• Discussion: Your thoughts about the overview of “Every Young Child A Reader.” Post Friday, Sept. 1, 2017, by 11:30 PM; Respond to classmates by Sunday, Sept. 3, 2017, by 11:30 PM</td>
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<td>2 (Sept 4-10)</td>
<td>Required Reading Assignments: &lt;br&gt;• Module: Observation Survey Assessments&lt;br&gt;• <strong>Article:</strong> More Than ABC’s: Letter Knowledge and the Development of a Literacy Processing System by Kaye &amp; Loss&lt;br&gt;• <strong>Begin Master Reading Teacher Practice Exam</strong></td>
<td>• Discussion: Questions you have about the six observation Survey tasks, Post Tuesday, Sept 5, 2017, by 11:30 PM; Respond to classmates by Thursday, Sept. 7, 2017, by 11:30 PM&lt;br&gt;• Dropbox: Assess a 5 or 6 year old child; Scan and upload completed assessments to the Dropbox (All in one Document) Due Sunday, Sept. 10, 2017, by 11:30 PM</td>
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<td>3 (Sept 11-17)</td>
<td>Required Reading Assignments: &lt;br&gt;• Module: Brief History: Red Book Series, Reading Wars, &amp; Reading First</td>
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<td>4 (Sept 18-24)</td>
<td>Required Reading Assignments: &lt;br&gt;• Early Literacy Activities &amp; Reading A-Z</td>
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<td>5 (Sept 25-Oct 1)</td>
<td>Required Reading Assignments: &lt;br&gt;• Early Literacy Activities &amp; Reading A-Z&lt;br&gt;• Complete Post Assessments</td>
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<td>6 (Oct 2-8)</td>
<td>Required Reading Assignments: &lt;br&gt;• Module: Reading Organizations</td>
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<td>7 (Oct 9-15)</td>
<td>Required Reading Assignments: &lt;br&gt;• Chapter 1: Differentiated Classroom Instruction, pp. 14-30 (EYCR book)</td>
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<td>Date</td>
<td>Reading Assignments</td>
<td>Discussion or Quiz</td>
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<td>9 (Oct 23-29)</td>
<td><strong>Required Reading Assignments:</strong></td>
<td><strong>Quiz</strong>: Phonemic Awareness &amp; Phonics, Due Sunday, Oct. 29, 2017, by 11:30 PM</td>
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<td>- Read Phonemic Awareness &amp; Phonics Module</td>
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<td>10 (Oct 30-Nov 5)</td>
<td><strong>Required Reading Assignments:</strong></td>
<td><strong>Dropbox</strong>: 1-page Position Paper; Justify to the principal why Title 1 funds should be spent for narrative and informational texts for kinder and 1st classrooms, Due Sunday, Nov. 5, 2017, by 11:30 PM</td>
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<td>- Chapter 3: Narrative Texts, pp. 46-59, (EYCR book)</td>
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<td>- Chapter 4: Informational Texts, pp. 61-77, (EYCR book)</td>
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<td>11 (Nov 6-12)</td>
<td><strong>Required Reading Assignments:</strong></td>
<td><strong>Dropbox</strong>: T-Chart; Match literacy strategies to the kinder and/or 1st TEKS, Due Sunday, Nov. 12, 2017, by 11:30 PM</td>
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<td>- Module: TEKS &amp; Early Literacy</td>
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<td>- Module: Early Literacy Activities</td>
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<td>12 (Nov 13-17)</td>
<td><strong>Required Reading Assignments:</strong></td>
<td><strong>Discussion</strong>: Social Media (Twitter) sharing of what you consider the most important information you learned about early literacy and how you plan to advocate for early literacy, Post Wednesday, Nov. 15, 2017, by 11:30 PM; Respond to classmates by Friday, Nov. 17, 2017, 11:30 PM</td>
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<td>- <strong>Epilogue</strong>: Leadership in Classroom-Based Instructional Change, pp. 113-122 (EYCR book)</td>
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<td>- Reflect on the early literacy literature outlined in Weeks 1-9 Modules</td>
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<td>13</td>
<td><strong>Thanksgiving Break: NOVEMBER 18-26</strong></td>
<td><strong>Enjoy your Family!</strong></td>
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<tr>
<td>14 (Nov 27-Dec 3)</td>
<td><strong>Required Reading Assignments:</strong></td>
<td><strong>Discussion</strong>: Analyze your child’s writing &amp; hearing sounds in words assessments. Explain how you would teach him or her to write informational texts. Also, how you would increase the level of difficulty and why. Post Friday, Dec. 1, 2017, by 11:30 PM; Respond to classmates by Sunday,</td>
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<td></td>
<td>Chapter 5: Learning to Write Informational Texts, pp. 79-94</td>
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<td></td>
<td>Chapter 6: A Steep Gradient into More Complex Literacy Tasks</td>
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15  
(Dec 4-10)  
Required Reading Assignments:  
  - Case Study Report Module  

16  
(Dec 11-14)  
Final Exam  
  - The final exam will open Monday, December 11, 2017 by 6:00 AM and Close on Thursday, December 14, 2017 at 11:30 PM

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:


Subscription to [www.readinga-z.com](http://www.readinga-z.com)

Recommended:

This course provides an APA Module so you may not need this textbook.
LiveText
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

The Livetext assignment for this course involves a case study. For the Case Study, you will submit the completed Observation Survey Summary Form, 1-page recommendations for each area assessed, and Appendices that include the 6 assessments. You will respond to the following scenario:

“After six weeks of school, a kindergarten or first grade teacher noticed that a student was progressing slowly in her class and she wanted to help the student. So, she approached you, the Master Reading Teacher and requested recommendations on how to support this child. You gave the student the six Observation Survey tasks. After assessing the child, you completed the Observation Survey Summary Form and 1-page recommendations. You scheduled a meeting with the teacher to discuss the student’s strengths and roadblocks, as well as, strategies to support this child’s literacy development.” Upload your Case Study to the Dropbox and Livetext by July 6, 2017, 11:30 PM.

(10 points)

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance
University Attendance Policy: Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students are responsible for providing satisfactory (hard copy) documentation in a timely manner to the instructor for each absence. Whether absences are ultimately excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence AND in accordance with the course syllabus. In the case of absences caused by participation in university-sponsored events, announcement via mySFA will constitute official notification, but for this course, students MUST provide the instructor with a HARD
COPY for the absence to be considered.  

NEW POLICY – Attendance Policy for students receiving FINANCIAL AID: In compliance with federal regulations governing financial aid, instructors are required to report students who have never attended or participated in class. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Beginning in the Fall 2014, students marked as never attended will be dropped from class if they receive financial aid. Federal laws for Financial Aid have dictated that any student who is not attending class will not receive financial aid. Due to these regulations, stricter deadlines for roster submissions have been created. Faculty will now have five business days in which they can submit online Official Attendance Rosters. All of the above changes have been brought about by stricter adherence by the Department of Education to federal laws and approved by the Provost for implementation in Fall 2014.  

Expectations for Academic Progress

This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Plagiarism will result in a zero for any assignment involved, and according to the circumstances, your name may be sent to the department chair for further consequences. If you are caught turning in work that resembles one of your classmates, and it is determined that you both are involved, you both will receive a zero and are subject to further consequences. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or
the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. Other Relevant Course Information:

Assignment Policy
Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives "0" points and indicates completion. Of course, extenuating circumstances are always considered. Written work in which the use of the English language is not at an acceptable level for a university graduate student will be returned and marked "Unacceptable" and a zero assigned.

Drop Class
Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens
In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

- Late Work— Late work receives no points unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment. No re-do work will be accepted during finals week.
RDG 502.501
Interdisciplinary Teaching and Learning
Fall 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

An examination of literacy instruction for upper level to mature and second language learners. Course includes issues, theories, and content related to upper level literacy assessment and explicit reading instruction.

II. Intended Learning Outcomes/Goals/Objectives

RDG 502 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values
Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)

Sidewalk Comparison

- **Texas Educators Approved Standards**
- **International Literacy Association (ILA) Standards**
- **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs**

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Components of Reading</td>
<td>Standard 1: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
</tr>
<tr>
<td>Standard II: Assessment and Instruction</td>
<td>Standard 5: Learners &amp; The Literate Environment</td>
<td>Standard 2: Clinical Partnership and Practice</td>
<td>Standard 2: Clinical Partnership and Practice</td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 6: Professional Learning &amp; Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standard 7: Practicum/Clinical Experiences</td>
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</tr>
</tbody>
</table>

**RDG 502 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:**

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard 1*). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (*ILA Standard 1*).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate
methods and resources to address the varied learning needs of all students (*TX Standard 2*). Candidates foster teachers'/specialists’ knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (*ILA Standard 3*).

- **PLO 3:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (*TX Standard 4*). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (*ILA Standard 6*).

### Student Learning Outcomes (SLOs)

RDG 502 assesses the following Texas Reading Specialist Standard’s Proficiencies:

- 1.16k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.25k, 1.23s, 1.24s, 1.26s, 1.27s, 1.29s, 1.30k, 1.31k, 1.32k, 1.37k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.38k, 1.44s, 1.48s, 1.49s, 1.50s, 2.14s, 4.11s, 4.17s

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**D2L Support** -
- For D2L technical support, contact [student support in the Office of Instructional Technology](#) (OIT) or call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the [Technical Support Center](#) (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L, visit [SFA ONLINE](#) where you’ll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in D2L. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

**Professionalism** You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and
integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional. All assignments that require a LiveText submission MUST be uploaded into LiveText.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s): (64 points)

- **Classroom Communities (8 points)** Are classroom communities important in the success of readers? Candidates will read and reflect on the literature. (1.38s, 1.22k, 4.11s, 4.17s)
- **Motivation Handout (8 points)** What are some effective ways to motivate and engage adolescent readers? Candidates will prepare a visual that illustrates what the research has found to be effective classroom practices for raising reading achievement. (1.24s, 1.48s, 1.49s)
- **Reading Challenge (8 points)** How do teachers describe their students as readers? Candidates will take the challenge and ask and then reflect on the responses.
- **Schools vs. Research (8 points)** Why do schools not use what the research says in terms of how to increase reading achievement and assist struggling readers? (1.44s, 2.14s)
- **Side-by-Side Chart (8 points)** What strategies do you see being used in upper level reading classrooms and what strategies should be used according to the research? (1.27s, 1.29s, 1.36s, 1.37s, 1.40s, 1.41s)
- **Instruction (8 points)** What helps upper level readers make sense of what they read? Are there certain instructional practices that have been proven to be more beneficial than others? Why are teachers reluctant to embrace effective practices? (1.16k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.26s)
- **Text Complexity (8 points)** How would you handle answering questions that are posed by your colleagues in regards to reading instruction?
- **Assessment (8 points)** What do assessments tell us about readers? Which assessments are the best for providing information to assist readers? (1.29k, 1.30k, 1.31k, 1.32k, 1.38k, 1.25k, 1.23s, 1.37k, 1.34s, 1.35s, 1.39s, 1.42s, 1.50s)

QUIZZES/DISCUSSIONS: (36 points)

- Quiz – **Syllabus and Timeline (2 points)**
- Discussion – **Introductions (3 points)** – Tell us About Yourself
- Discussion – **Building Community (3 points)** – Why is Community Important
- Discussion – **Upper Level Readers (3 points)** – Aliteracy vs. Illiteracy
- Discussion – **What Works Clearinghouse (3 points)** – Post Your Findings
- Discussion – **Instruction (3 points)** – See and Hear
- Discussion – **Leveled Readers (3 points)** – How are Levels Utilized
- Discussion – **Assessment (3 points)** – Your Schema of Assessment
- Final Exam – **Upper Level Literacy Project (13 points)** *LiveText Unit Assessment

Participation: You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and
integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional.

IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td></td>
</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).
### V. Course Calendar: This is also provided as a separate document in D2L:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment</th>
<th>DUE by 11:30PM</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27 - Aug 31</td>
<td>Read Before Class Begins module - Discussion Tell Us About Yourself – comment on peers’ postings! Read Reading Specialist Resources module <em>Begin Practicing TExES Practice Quizzes</em> Read Writing Expectations module Read Syllabus &amp; Timeline module Quiz over Syllabus and Timeline</td>
<td>Before Class Begins Reading Specialist Resources Writing Expectations Syllabus &amp; Timeline</td>
<td>Sunday, Sept 2nd</td>
<td>4 nongraded</td>
</tr>
<tr>
<td>Sept 3 - Sept 7</td>
<td>Read Building a Sense of Community module Discussion Why is Community Important? Dropbox Classroom Communities</td>
<td>Building a Sense of Community</td>
<td>Sunday, Sept 9th</td>
<td>4</td>
</tr>
<tr>
<td>Sept 10 - Sept 14</td>
<td>Read Motivation and Engagement module Dropbox Motivation Handout</td>
<td>Motivation and Engagement</td>
<td>Sunday, Sept 16th</td>
<td>7</td>
</tr>
<tr>
<td>Sept 17 - Sept 21</td>
<td>Discussion Aliteracy vs. Illiteracy Dropbox Reading Challenge</td>
<td>Motivation and Engagement</td>
<td>Sunday, Sept 23rd</td>
<td>4</td>
</tr>
<tr>
<td>Sept 24 - Sept 28</td>
<td>Dropbox Schools vs. Research</td>
<td>Motivation and Engagement</td>
<td>Sunday, Sept 30th</td>
<td>7</td>
</tr>
<tr>
<td>Oct 8 - Oct 12</td>
<td>Read Classroom Instruction module Discussion See &amp; Hear</td>
<td>Classroom Instruction</td>
<td>Sunday, Oct 14th</td>
<td>4</td>
</tr>
<tr>
<td>Oct 15 - Oct 19</td>
<td>Complete reading of Classroom Instruction module Dropbox Instruction</td>
<td>Classroom Instruction</td>
<td>Sunday, Oct 21st</td>
<td>7</td>
</tr>
<tr>
<td>Oct 22 - Nov 26</td>
<td>Read To Level or Not to Level module Discussion How are Levels Utilized?</td>
<td>To Level or Not to Level?</td>
<td>Sunday, Nov 28th</td>
<td>4</td>
</tr>
<tr>
<td>Oct 29 - Nov 2</td>
<td>Continue Reading To Level or Not to Level module Dropbox Text Complexity</td>
<td>To Level or Not to Level?</td>
<td>Sunday, Nov 4th</td>
<td>7</td>
</tr>
<tr>
<td>Nov 5 - Nov 9</td>
<td>Read Informal Assessment module Discussion Your Schema of Assessment</td>
<td>Informal Assessment</td>
<td>Sunday, Nov 11th</td>
<td>4</td>
</tr>
<tr>
<td>Nov 12 - Nov 16</td>
<td>Article will be posted for Discussion ©</td>
<td></td>
<td>Sunday, Nov 18th</td>
<td></td>
</tr>
<tr>
<td>Nov 19 - Nov 23</td>
<td>Thanksgiving Holiday – Be Thankful! SFA closed 20th – 24th</td>
<td>NOTHING DUE</td>
<td>Nothing Due</td>
<td></td>
</tr>
<tr>
<td>Nov 26 - Nov 30</td>
<td>Dropbox Assessment</td>
<td>Informal Assessment</td>
<td>Sunday, Dec 2nd</td>
<td>7</td>
</tr>
<tr>
<td>Dec 3 - Dec 7</td>
<td>Read Final Exam: Upper Level Case Study module</td>
<td>Final Exam: Upper Level Case Study</td>
<td>Sunday, Dec 9th</td>
<td></td>
</tr>
<tr>
<td>Dec 10 - Dec 12</td>
<td>FINAL EXAM – open Monday, Tuesday, Wednesday; closes at 11:30pm on Wednesday, the 13th</td>
<td>Final Exam: Upper Level Case Study ** Upload into LiveText as well**</td>
<td>Wed, Dec 12th</td>
<td>14</td>
</tr>
</tbody>
</table>
VI. Required and Recommended Textbooks:

No text is required for the course. All required readings are provided in D2L.

Live Text:

Some courses may collect assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email. Once LiveText is activated, if you have technical questions, call ext. 7050 or email. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Field Experience Management (FEM):

In the practicum you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to last day of practicum. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from LiveText for a fee of $18.00 for a multiple year subscription.

Research-Based Principles:

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings to support your learning as you move through the program.

JOURNALS/PERIODICALS
Journal of Adolescent & Adult Literacy, International Literacy Association
Literacy Today, International Literacy Association
Reading Research Quarterly, International Literacy Association
The Reading Teacher, International Literacy Association

OTHER RESOURCES


*Standards for reading professionals, revised 2010.* International Reading Association.


### VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### VIII: Student Ethics and Other Policy Information:

#### Class Attendance and Excused Absence Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student
participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**Student Academic Dishonesty 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Review additional information regarding the iCare program or call the office at 936.468.2703.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

§TAC 247.2 Code of Ethics and Standard Practices for Texas Educators
Texas Certification/Licensing:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on the TEA website.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available on the ETS website). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936.468.1740 or snyderke1@sfasu.edu.
RDG 503.501
Reading Assessment
Summer 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting to ensure I am available. If times or office hours are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

A supervised experience in understanding the reciprocal nature of assessment and instruction, types of reading assessment, and assessment-related issues.

II. Intended Learning Outcomes/Goals/Objectives

RDG 503 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education's Conceptual Framework, Vision, Mission, Goals, and Core Values.
RDG 503 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard I*). Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools. (*ILA Standard 1*).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (*TX Standard II*). Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy.
achieve; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (ILA Standard III).

- **PLO 3:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (*TX Standard III*). Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum (*ILA Standard 2*). Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students’ identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels (*ILA Standard 4*).

- **PLO 4:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (*TX Standard IV*). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (*ILA Standard 6*).

### Student Learning Outcomes (SLOs)

RDG 503 assesses the following Texas Reading Specialist Standard's Knowledge and Skills:

- 1.39k, 1.43s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.9k, 2.10k, 2.11k, 2.14k, 2.15k, 2.16k, 2.17k, 2.18k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.7s, 3.8s, 3.10s, 4.11s, 4.17s

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support -

- For D2L technical support, [contact student support](http://example.com) in the Office of Instructional Technology (OIT) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- For general computer support (not related to D2L), [contact the Technical Support](http://example.com)
Center (TSC) at 936-468-HELP (4357).
- To learn more about using D2L, visit SFA ONLINE at, where you’ll find written
  instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L.
Readings will be synthesized upon and may/may not be tested over. All readings, including
notes, examples, and videos, are expected to be viewed/read prior to completing the
related assignment.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s): (60 points)
- **Visual (12 points)** Candidates will read about the differences between standards,
curriculum, and instruction, and create a digital visual that shows the differences and
similarities between all three. (2.1k, 2.2k, 2.3k, 2.4k, 2.14k)
- **Role of Assessment (12 points)** Candidates will read and view several opinions and
facts regarding formative and summative assessment then craft a two-page paper
synthesizing their own beliefs in regard to assessment. (1.39k, 1.43s, 2.10k, 11k, 4.11s,
4.17s)
- **Assessment Research (12 points)** Candidates will research district level assessment
support for below level and ELL readers and craft a four-page paper outlining their
personal experience, how the district utilizes assessment data, and recommendations to
improve the assessment cycle. (2.1s, 2.6s)
- **Reading Diagnosis (12 points)** Candidates will complete a running record in addition
to using miscue analysis with an entire text and then compare the two methods of
assessment. (2.2s, 2.3s, 2.4s, 2.5s, 2.7s, 2.15k, 2.16k, 2.17k, 2.18k, 3.7s)
- **Dyslexia Gateway Course (12 points)** Candidates will go to an external site hosted by
the Texas Education Agency and complete an online professional development session
over current dyslexia guidelines for the state of Texas. (2.7k, 2.8k, 2.9k, 3.7k, 3.8k, 3.9k,
3.10k, 3.11k, 3.8s, 3.9s, 3.10s)

QUIZZES/DISCUSSIONS: (40 points)
- Quiz – Syllabus (2 points)
- Discussion – Article and Introduction (2 points)
- Discussion – Assessment and Standards (2 points)
- Quiz – Research Terminology (9 points) (2.5k, 2.6k)
- Quiz – Dyslexia Handbook (11 points)
- Final Exam – Case Study (14 points)

Participation: You are expected to show initiative and to actively participate in online
discussions. You are expected to have a professional demeanor that will reflect your future
successful teacher qualities. It is expected that you participate whether in an online or face-
to-face classroom environment. Work is to be professional, neat and have the quality and
integrity expected of a future teacher. Correspondences, whether by e-mail or in writing
are expected to be professional.

IV. Evaluation and Assessment (Grading):
Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

**V. Course Calendar: This is a work in progress and may be updated...**

**VI. Readings:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Name of Module</th>
<th>DUE by</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10 -</td>
<td><strong>You are responsible for reading ALL articles and viewing ALL videos that are posted in the modules.</strong></td>
<td></td>
<td>11:30pm</td>
<td></td>
</tr>
<tr>
<td>July 13</td>
<td><strong>Read Before Class Begins</strong></td>
<td>Before Class Begins</td>
<td>Sun, July 15th</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board: Article and Introductions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read Reading Specialist Resources</strong></td>
<td>Reading Specialist Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>take practice TExES exam quizzes</strong></td>
<td>Writing Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read Writing Expectations</strong></td>
<td>Syllabus and Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read Syllabus and Timeline</strong></td>
<td>Assessment Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz: Syllabus and Timeline</strong></td>
<td>Assessment and Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read Assessment Overview Module</strong></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Read Assessment and Standards Module</strong></td>
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<td></td>
<td><strong>Discussion: Definitions</strong></td>
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<tr>
<td></td>
<td><strong>Dropbox Assignment: Visual</strong></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>July 16 -</td>
<td><strong>Read Formative and Summative Assessment Module</strong></td>
<td>Formative and Summative Assessment</td>
<td>Sun, July 22nd</td>
<td>12</td>
</tr>
<tr>
<td>July 20</td>
<td><strong>Dropbox Assignment: The Role of Assessment</strong></td>
<td>Research Terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read Research Terms Module</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Quiz: Research Terminology</strong></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>July 23 -</td>
<td><strong>Read Assessment Research Module</strong></td>
<td>Assessment Research</td>
<td>Sun, July 29th</td>
<td>12</td>
</tr>
<tr>
<td>July 27</td>
<td><strong>Dropbox Assignment: Assessment Research</strong></td>
<td>Assessment Snapshots</td>
<td></td>
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<tr>
<td></td>
<td><strong>Read Assessment Snapshots Module</strong></td>
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<tr>
<td></td>
<td><strong>Dropbox Assignment: Reading Diagnosis</strong></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>July 30 -</td>
<td><strong>Read Dyslexia Module</strong></td>
<td>Dyslexia</td>
<td>Sun, Aug 5th</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Login to Texas Gateway Dyslexia Course</strong></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Dropbox Assignment: Dyslexia Gateway Course</strong></td>
<td></td>
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</tr>
<tr>
<td>Aug 6 -</td>
<td><strong>Revisit Reading Specialist Resources</strong></td>
<td>Reading Specialist Resources</td>
<td>Thurs., Aug 9th</td>
<td>14</td>
</tr>
<tr>
<td>Aug 9</td>
<td><strong>retake practice TExES exam quizzes</strong></td>
<td>(non-graded/practice only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dropbox Assignment: Final Exam Case Study</strong></td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Textbook:** No textbook is required for the course. All required readings are provided in D2L.
Field Experience Module: You must purchase and activate the LiveText add-on, Field Experience Module (FEM), during one of the beginning reading courses (RDG 501, 502, 503, or 504) PRIOR to your first day of RDG 532 Practicum in the fall semester. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from LiveText for a fee of $18.00 for a multiple year subscription. Your practicum log will be uploaded into this system when you begin your practicum semesters. If you have any questions about how to do this, please call 936.468.1267 or email SFALiveText@sfasu.edu.

LiveText: This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call 936.468.1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call 936.468.7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Recommended Readings: The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings to support your learning as you move through the program.

JOURNALS/PUBLICATIONS
Journal of Adolescent & Adult Literacy, International Literacy Association
Literacy Today, International Literacy Association
Reading Research Quarterly, International Literacy Association
The Reading Teacher, International Literacy Association

OTHER RESOURCES


RDG 503

7

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII: Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence Policy 6.7:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades 5.5:
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct Policy 10.4:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Review additional information regarding the iCare program or call the office at 936.468.2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

§TAC 247.2 Code of Ethics and Standard Practices for Texas Educators

**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on the TEA website.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available on the ETS website). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936.468.1740 or snyderke1@sfasu.edu.
RDG 504.504
Reading Professional
Summer 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting to ensure I am available. If times or office hours are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

A supervised experience in various approaches to leadership, professional development, mentoring, action research, and change facilitation.

II. Intended Learning Outcomes/Goals/Objectives

RDG 504 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education's Conceptual Framework, Vision, Mission, Goals, and Core Values.
RDG 504 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1**: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard 1*). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (*ILA Standard 1*).

- **PLO 2**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (*TX Standard II*). Candidates understand, select, and use valid, reliable, fair, and
appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (**ILA Standard 3**).

- **PLO 3**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (**TX Standard 4**). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (**ILA Standard 6**).

### Student Learning Outcomes (SLOs)

RDG 504 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:
1.51s, 2.13k, 2.19k, 4.1k, 4.2k, 4.3, 4.4k, 4.5k, 4.1s, 4.6k, 4.9k, 4.10k, 4.11s, 4.17s

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**D2L Support** -
- For D2L technical support, [contact student support](#) in the Office of Instructional Technology (OIT) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
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- To learn more about using D2L, visit [SFA ONLINE](#) at, where you’ll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in D2L. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

**ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO’s): (72 points)**
- **Becoming a Literacy Leader** (9 points) You will synthesize about how you will stay abreast of current reading issues through professional organizations.
- **Professional Organization Flyer** (9 points) After researching state level organizations, you will create a flyer to advertise the benefits of one of them.
- **Leading Authorities** (9 points) Leading Authorities in education will be researched and their work and education advocacy will be synthesized.
• **Best Lesson So Far (9 points)** You will write a reflective paper about the best advice you have been given in terms of teaching.

• **Quality Instruction (9 points)** What constitutes quality instruction in terms of the current research?

• **A Plan for Coaching (9 points)** You will design a plan for coaching a veteran teacher.

• **School Design (9 points)** Instructional practices will be analyzed with a rationale for school design based on best practices.

• **BIG Ideas (9 points)** A professional, persuasive argument will be advocating for major overhauls to the educational system.

**ASSESSMENTS/DISCUSSIONS: (36 points)**

• Quiz – *Syllabus* (2 points)

• Discussion – *Introductions* (4 points)

• Quiz - *State Organizations* (10 point)

• Discussion – *Gaining Knowledge* (4 points)

• Discussion – *Instructional Planning* (4 points)

• Discussion – *Outdated Literacy Practices* (4 points)

**Participation:** You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional.

**IV. Evaluation and Assessment (Grading):**

Earned grades will be assigned at the end of the semester on the following basis:

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</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).
V. Course Calendar: This is a work in progress and may be updated...

<table>
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<tr>
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<th>Name of Module</th>
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<td>4</td>
</tr>
<tr>
<td>- July 13</td>
<td><em>Discussion Board: Introductions</em></td>
<td></td>
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<tr>
<td></td>
<td>Read Reading Specialist Resources</td>
<td>Reading Specialist Resources</td>
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<tr>
<td></td>
<td>take practice TExES exam quizzes</td>
<td>(non-graded/practice only)</td>
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<tr>
<td></td>
<td>Read Writing Expectations</td>
<td>Writing Expectations</td>
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<tr>
<td></td>
<td>Read Syllabus and Timeline</td>
<td>Syllabus and Timeline</td>
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<tr>
<td></td>
<td><em>Quiz: Syllabus and Timeline</em></td>
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<tr>
<td></td>
<td>Read Effective Literacy Instruction Module</td>
<td>Effective Literacy Instruction</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Dropbox Assignment: Becoming a Literacy Leader</em></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>July 16</td>
<td>Read Professional Organizations Module</td>
<td>Professional Organizations</td>
<td>Sun, July 22nd</td>
<td>10</td>
</tr>
<tr>
<td>- July 20</td>
<td><em>Quiz: Professional Organizations</em></td>
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<td><em>Dropbox Assignment: Prof Org Flyer</em></td>
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<tr>
<td></td>
<td>Read Leading Authorities Module</td>
<td>Leading Authorities</td>
<td>Sun, July 29th</td>
<td>9</td>
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<tr>
<td></td>
<td><em>Dropbox Assignment: Leading Authorities</em></td>
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<tr>
<td></td>
<td>Read Reflective Practices Module</td>
<td>Reflective Practices</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>Discussion Board: Gaining Knowledge</em></td>
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<td>9</td>
</tr>
<tr>
<td></td>
<td><em>Dropbox Assignment: Best Lesson So Far</em></td>
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<tr>
<td>July 30</td>
<td>Read Literacy Resources Module</td>
<td>Literacy Resources</td>
<td>Sun, Aug 5th</td>
<td>4</td>
</tr>
<tr>
<td>- Aug 3</td>
<td><em>Discussion Board: Instructional Planning</em></td>
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<td>9</td>
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<tr>
<td></td>
<td><em>Dropbox Assignment: Quality Instruction</em></td>
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<tr>
<td></td>
<td>Read Theory into Practice Module</td>
<td>Theory into Practice</td>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td><em>Discussion Board: Outdated Literacy Practices</em></td>
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<td></td>
<td>9</td>
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<tr>
<td></td>
<td><em>Dropbox Assignment: A Plan for Coaching</em></td>
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<tr>
<td>Aug 6</td>
<td>Read Instructional Improvement Module</td>
<td>Instructional Improvement</td>
<td>Thurs., Aug 9th</td>
<td>9</td>
</tr>
<tr>
<td>- Aug 9</td>
<td><em>Dropbox Assignment: School Design</em></td>
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<tr>
<td></td>
<td><em>Dropbox Assignment: Big Ideas</em></td>
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</tbody>
</table>

VI. Readings:

**Textbook:** No textbook is required for the course. All required readings are provided in D2L.

**Field Experience Module:** You *must* purchase and activate the LiveText add-on, Field Experience Module (FEM), during one of the beginning reading courses (RDG 501, 502, 503, or 504) PRIOR to your first day of RDG 532 Practicum in the fall semester. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from LiveText for a fee of $18.00 for a multiple year subscription. Your practicum log will be uploaded into this
system when you begin your practicum semesters. If you have any questions about how to do this, please call 936.468.1267 or email SFALiveText@sfasu.edu.

**LiveText**: This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call 936.468.1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call 936.468.7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Recommended Readings**: The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings to support your learning as you move through the program.

**JOURNALS/PERIODICALS**
- *Journal of Adolescent & Adult Literacy*, International Literacy Association
- *Literacy Today*, International Literacy Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


Report of the American Federation of Teachers. (June 1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do.*


*Standards for reading professionals, revised 2010.* International Reading Association.
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII: Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence Policy 6.7:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the
semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**Student Academic Dishonesty 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades 5.5:**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Student Code of Conduct Policy 10.4:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Review additional information regarding the iCare program or call the office at 936.468.2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

§TAC 247.2 [Code of Ethics and Standard Practices for Texas Educators](#)

**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the...
requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on the TEA website.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available on the ETS website). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936.468.1740 or snyderke1@sfasu.edu.
RDG 508.501
Teaching Reading and Writing in the Content Areas
Fall 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

An examination of reading and writing strategies appropriate to interdisciplinary content areas. Prerequisites: before or with RDG 532 Practicum I.

II. Intended Learning Outcomes/Goals/Objectives

RDG 508 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education's Conceptual Framework, Vision, Mission, Goals, and Core Values
**Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)**

Sidewalk Comparison

- **Texas Educators Approved Standards**
- **International Literacy Association (ILA) Standards**
- **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs**

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I: Components of Reading</strong></td>
<td><strong>Standard I: Foundational Knowledge</strong></td>
<td><strong>Standard I: Content and Pedagogical Knowledge</strong></td>
<td><strong>Standard I: Content and Pedagogical Knowledge</strong></td>
</tr>
<tr>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td><strong>Standard I: Content and Pedagogical Knowledge</strong></td>
<td><strong>Standard I: Content and Pedagogical Knowledge</strong></td>
</tr>
<tr>
<td><strong>Standard III: Strengths and Needs of Individual Students</strong></td>
<td><strong>Standard II: Assessment and Instruction</strong></td>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
</tr>
<tr>
<td><strong>Standard II: Assessment and Instruction</strong></td>
<td><strong>Standard III: Strengths and Needs of Individual Students</strong></td>
<td><strong>Standard V: Learners &amp; The Literate Environment</strong></td>
<td><strong>Standard V: Learners &amp; The Literate Environment</strong></td>
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<tr>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td><strong>Standard IV: Professional Knowledge and Leadership</strong></td>
<td><strong>Standard VI: Professional Learning &amp; Leadership</strong></td>
<td><strong>Standard VI: Professional Learning &amp; Leadership</strong></td>
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<tr>
<td><strong>Standard VII: Practicum/Clinical Experiences</strong></td>
<td><strong>Standard VII: Practicum/Clinical Experiences</strong></td>
<td><strong>Standard VII: Practicum/Clinical Experiences</strong></td>
<td><strong>Standard VII: Practicum/Clinical Experiences</strong></td>
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**RDG 508** is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1**: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard 1*). Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools (*ILA Standard 1*).

- **PLO 2**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (*TX Standard 1*).
Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (*ILA Standard 3*).

- **PLO 3:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (*TX Standard 4*). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (*ILA Standard 6*).

**RDG 508 is aligned to the Texas English Language Arts and Reading (Grades 4-8) Standards:**

- **PLO 1:** Teachers of students in grades 4-8 understand the foundations of reading and early literacy development (*Standard II*).
- **PLO 2:** Teachers understand the importance of word analysis (including, blending, structural analysis, and sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency (*Standard III*).
- **PLO 3:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving comprehension (*Standard IV*).
- **PLO 4:** Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (*Standard V*).
- **PLO 5:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills (*Standard VI*).
- **PLO 6:** Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area (*Standard VII*).

**Student Learning Outcomes (SLOs)**

RDG 508 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:

- 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.32s, 1.33s, 2.12k, 2.15s, 2.16s, 2.17s, 4.11s, 4.16s, 4.17s, 4.18s

RDG 508 assesses the following Texas English Language Arts and Reading (Grades 4-8) Standard’s Knowledge and Skills:

- 2.9k, 2.10k, 2.8s, 2.10s, 2.11s, 2.12s, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k,
III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support -
- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) or call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L, visit SFA ONLINE where you’ll find written instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

Professionalism You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional. All assignments that require a LiveText submission MUST be uploaded into LiveText.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX (with assessed SLO's) Texas English Language Arts and Reading (Grades 4-8) SLO's are in RED: (77 points)
- **Excellent Reading Teachers (11 points)** Candidates will articulate the correlations among teacher dispositions and student learning. (1.28k, 1.30s) (2.8s, 2.10s, 2.11s, 2.12s, 4.19s)
- **Student Engagement (11 points)** Candidates will advocate for changes in societal practices (5.10k, 5.11k, 5.12k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s)
- **Purposeful Reading (11 points)** Candidates will demonstrate an understanding of the research to support comprehension and motivation. (2.15s, 2.16s, 2.17s) (4.19k, 4.20k, 4.21k, 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s)
- **Strategies for Content Areas (11 points)** Candidates will support classroom teachers with implementing instructional approaches for all students. (1.26k, 1.27k, 1.32s, 1.33s) (4.11s, 4.12s, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s, 2.9k, 2.10k, 3.5s, 3.6s, 4.12k, 4.13k, 4.14k, 4.15k, 4.16k, 4.17k, 4.18k, 6.1k, 6.2k, 6.3k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s)
**The JOY of Reading (11 points)** Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and administrators (4.17s, 4.18s) (2.13s, 4.18s, 4.20s)

**Beliefs into Practice (11 points)** Candidates will demonstrate an understanding of the research that supports reading and writing instruction for all preK-12 students. (1.31s, 2.12k) (3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.1s, 3.2s, 5.6k, 5.7k, 5.8k, 5.9k)

**Instructional Coaching Observation (11 points)** Candidates will support classroom teachers in providing differentiated instruction. (4.11s, 4.16s) (3.1k, 3.2k, 3.3k, 3.4k)

**QUIZZES/DISCUSSIONS: (23 points)**

- Discussion - *Introduction and Article Synthesis (3 points)*: Candidates will post their introductions and synthesize their understanding of the article, *The Realities of Reading*
- Quiz - *Syllabus and Timeline (2 points)*
- Discussion - *Strategies vs. Skills (3 points)* Candidates will support classroom teachers with implementing instructional approaches for all students.
- Discussion - *Sharing our Reading Lives (3 points)* Candidates will promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with colleagues.
- Final Exam - *Final Exam (12 points)*

### IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>69% or below</td>
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</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

### V. Course Calendar: This is also provided as a separate document in D2L:
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment</th>
<th>DUE by 11:30pm</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Aug 27 - Aug 31 | Read Getting Started module  
Discussion Introduction and Article Synthesis  
Read Reading Specialist Resources module  
*Begin taking TExES Practice Quizzes*  
Read Writing Expectations module  
Read Syllabus and Timeline module  
Quiz Syllabus and Timeline | Getting Started  
Reading Specialist Resources  
Writing Expectations  
Syllabus and Timeline | Sunday, Sept 2nd | 2 |
| Sept 3 - Sept 7 | Read Excellent Reading Teachers Module  
Dropbox: Excellent Reading Teachers | Excellent Reading Teachers | Sunday, Sept 9th | 6 |
| Sept 10 - Sept 14 | Read Enhancing Student Engagement Module  
Dropbox: Enhancing Student Engagement | Enhancing Student Engagement | Sunday, Sept 16th | 6 |
| Sept 17 - Sept 21 | Read Setting a Purpose for Reading Module  
Dropbox: Setting a Purpose for Reading | Setting a Purpose for Reading | Sunday, Sept 23rd | 6 |
| Sept 24 - Sept 28 | Read Learning Strategies Module  
Discussion Board: Strategies vs. Skills  
Dropbox: Strategies for Content Areas | Learning Strategies | Sunday, Sept 30th | 2 |
| Oct 1 - Oct 5 | Read Supporting Student Learning Module  
Discussion Board: Sharing our Reading Lives  
Dropbox: Beliefs into Practice | Supporting Student Learning | Sunday, Oct 7th | 2 |
| Oct 8 - Oct 12 | Read Providing Instructional Coaching Module  
Dropbox: Instructional Coaching Observation | Providing Instructional Coaching | Sunday, Oct 14th | 6 |
| Oct 15 - Oct 19 | Read Content Area Experts and Resources Module  
Dropbox: Reading/English Language Arts  
Discussion Board: Reading/English Language Arts | Content Area Experts | Sunday, Oct 21st | 6 |
| Oct 22 - Nov 26 | Read Content Area Experts and Resources Module  
Dropbox: Social Studies/History  
Discussion Board: Social Studies/History | Content Area Experts | Sunday, Nov 28th | 6 |
| Oct 29 - Nov 2 | Read Content Area Experts and Resources Module  
Dropbox: Mathematics  
Discussion Board: Mathematics | Content Area Experts | Sunday, Nov 4th | 6 |
| Nov 5 - Nov 9 | Read Content Area Experts and Resources Module  
Dropbox: Science  
Discussion Board: Science | Content Area Experts | Sunday, Nov 11th | 6 |
| Nov 12 - Nov 16 | Read JOY of Reading Module  
Dropbox: The JOY of Reading | JOY of Reading | Sunday, Nov 18th | 6 |
| Nov 19 - Nov 23 | SFA Closed ALL Week for Thanksgiving Holidays!! | Nothing Due! | Nothing Due | |
| Nov 26 - Nov 30 | Read Professional Reading Organizations Module  
Dropbox: Professional Organizations | Professional Reading Organizations | Sunday, Dec 2nd | 6 |
| Dec 3 - Dec 7 | FINAL EXAM – open Monday, Tuesday, Wednesday; | Final Exam | Sunday, Dec 9th | |
| Dec 10 - Dec 12 | FINAL EXAM – open Monday, Tuesday, Wednesday; closes at 11:30pm on Wednesday, the 13th | Final Exam | Wed, Dec 12th | 12 |
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No text is required for the course. All required readings are provided in D2L.

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Research-Based Principles:

JOURNALS/PERIODICALS

Journal of Adolescent & Adult Literacy, International Literacy Association
Literacy Today, International Literacy Association
Reading Research Quarterly, International Literacy Association
The Reading Teacher, International Literacy Association

OTHER RESOURCES


*Standards for reading professionals, revised 2010.* International Reading Association.


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Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

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Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible
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Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
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Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Review additional information regarding the iCare program or call the office at 936.468.2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

§TAC 247.2 [Code of Ethics and Standard Practices for Texas Educators](#)

**Texas Certification/Licensing:**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on the TEA website.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available on the ETS website). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936.468.1740 or snyderke1@sfasu.edu.
RDG 532.501
PRACTICUM I in Professional Learning
Fall 2018

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online/D2L
Office Hours: online: M 8-9am; T, TH 8pm – 10pm
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu or within D2L if it is about the course

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

An experience in facilitating professional learning as a career long effort and responsibility.
Prerequisites: RDG 501, 502, 503, 504

II. Intended Learning Outcomes/Goals/Objectives

RDG 532 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values
RDG 532 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1**: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (TX Standard 1). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (ILA Standard 1).

- **PLO 2**: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (TX Standard 2). Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and
evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (ILA Standard 3).

- **PLO 3**: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (TX Standard III). Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum (ILA Standard 2). Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students’ identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels (ILA Standard 4).

- **PLO 4**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (TX Standard 4). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (ILA Standard 6). Candidates in traditional, hybrid, and online programs complete a minimum of two supervised, integrated, extended practicum/clinical experiences: one focused on intervention with students and the other on novice coaching. Candidates are supervised by highly qualified literacy professionals in practicum/clinical experiences equivalent to a six-hour course (ILA Standard 7).

### Student Learning Outcomes (SLOs)

RDG 532 assesses the following Texas Reading Specialist Standard Proficiencies:

- 1.24k, 1.25s, 1.28s, 2.20k, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.1s, 4.11s, 4.16s, 4.17s, 4.18s

RDG 532 assesses the following components of the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- 1.1, 1.2, 1.3, 2.3, 3.3, 4.2, 6.1, 6.2, 6.3, 6.4, 7.2, 7.3
III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support -

- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) or call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L, visit SFA ONLINE where you'll find written instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

Professionalism You are expected to show initiative and to actively participate in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. Correspondences, whether by e-mail or in writing are expected to be professional. All assignments that require a LiveText submission MUST be uploaded into LiveText.

IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td></td>
</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

V. Course Calendar: This is also provided as a separate document in D2L:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments (When it says to read a Module, it means to read everything in that Module!)</th>
<th>Where to Find Assignment (Modules under Table of Contents on left)</th>
<th>DUE by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Read Syllabus and Timeline module</td>
<td>Syllabus and Timeline</td>
<td>Sunday,</td>
</tr>
</tbody>
</table>

Practicum I

4
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 31</td>
<td>Quiz Syllabus and Timeline&lt;br&gt;Discussion Share your Story&lt;br&gt;Read Practicum Information module&lt;br&gt;Dropbox Candidate Practicum Details&lt;br&gt;Read Candidate Work Sample Module&lt;br&gt;Begin reviewing the Literacy Survey and PD Plan module</td>
<td>Practicum Information&lt;br&gt;Candidate Work Sample&lt;br&gt;Literacy Survey and PD Plan&lt;br&gt;Sep 2nd</td>
</tr>
<tr>
<td>Sept 3 - Sept 7</td>
<td>Continue reviewing the Literacy Survey and PD Plan module&lt;br&gt;Read Writing Expectations module&lt;br&gt;Begin reviewing Reading Specialist Resources module&lt;br&gt;<em>Begin taking TExES Practice Quizzes</em></td>
<td>Literacy Survey and PD Plan&lt;br&gt;Writing Expectations&lt;br&gt;Reading Specialist Resources&lt;br&gt;Sunday, Sept 9th</td>
</tr>
<tr>
<td>Sept 10 - Sept 14</td>
<td>Read Annotated Bibliography Module&lt;br&gt;*Begin working on your Annotated Bibliographies&lt;br&gt;*Set up time to meet with an administrator to analyze campus data</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Sept 16th</td>
</tr>
<tr>
<td>Sept 17 - Sept 21</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Literacy Survey that you are going to give to teachers **I need to review before you share with teachers!!&lt;br&gt;Dropbox Analyzing Data for Literacy Survey</td>
<td>Annotated Bibliography&lt;br&gt;Oct 21st</td>
</tr>
<tr>
<td>Sept 24 - Sept 28</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;**Send out Teacher Literacy Survey (corrected if needed!)&lt;br&gt;Dropbox Submit ONE topic of your annotated bibliographies&lt;br&gt;Begin Book Study PD Plan with a group of teachers</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Sept 30th</td>
</tr>
<tr>
<td>Oct 1 - Oct 5</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Book Study PD Plan using Literacy Survey and Campus Reading Data</td>
<td>Annotated Bibliography&lt;br&gt;Oct 7th</td>
</tr>
<tr>
<td>Oct 8 - Oct 12</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Submit ONE topic of your annotated bibliographies&lt;br&gt;Begin Book Study PD Plan</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Oct 14th</td>
</tr>
<tr>
<td>Oct 15 - Oct 19</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Submit ONE more topic of your annotated bibliographies&lt;br&gt;Continue Book Study PD</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Oct 21st</td>
</tr>
<tr>
<td>Oct 22 - Nov 26</td>
<td>Discussion Reflection I&lt;br&gt;Keep working on your Annotated Bibliographies&lt;br&gt;Continue Book Study PD</td>
<td>Literacy Survey and PD Plan&lt;br&gt;Sunday, Nov 28th</td>
</tr>
<tr>
<td>Oct 29 - Nov 2</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Submit ONE more topic of your annotated bibliographies&lt;br&gt;Continue Book Study PD</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Nov 4th</td>
</tr>
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<td>Nov 5 - Nov 9</td>
<td>Keep working on your Annotated Bibliographies&lt;br&gt;Dropbox Submit ONE more topic of your annotated bibliographies&lt;br&gt;Continue Book Study PD</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Nov 11th</td>
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<td>Nov 12 - Nov 16</td>
<td>Dropbox Submit LAST topic of your annotated bibliographies&lt;br&gt;Continue Book Study PD</td>
<td>Annotated Bibliography&lt;br&gt;Sunday, Nov 18th</td>
</tr>
<tr>
<td>Nov 19 - Nov 23</td>
<td>Thanksgiving Holiday – Be Thankful!</td>
<td>NOTING DUE&lt;br&gt;Nothing Due</td>
</tr>
<tr>
<td>Nov 26 - Nov 30</td>
<td>Wrap Up Book Study PD&lt;br&gt;Discussion Reflection II</td>
<td>Literacy Survey and PD Plan&lt;br&gt;Sunday, Dec 2nd</td>
</tr>
<tr>
<td>Dec 3 - Dec 7</td>
<td>Dropbox Candidate Work Sample&lt;br&gt;Upload as Candidate Work Sample in LiveText&lt;br&gt;Practice the M/C questions for the Reading Specialist TExES exam</td>
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JOURNALS/PERIODICALS
- Journal of Adolescent & Adult Literacy, International Literacy Association
- Literacy Today, International Literacy Association
- Reading Research Quarterly, International Literacy Association
- The Reading Teacher, International Literacy Association

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### Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to §TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

### Texas Certification/Licensing:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found on [TEA’s website](http://tea.texas.gov).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams **Additional information available**. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or by email.
I. Course Description

A directed experience in planning and delivering reading curriculum and instruction for students experiencing reading difficulty.

PRE-REQUISITES: RDG 501, 502, 503, 504, 532

Graduate school policy requires that master’s degree candidates must successfully complete a comprehensive exam or a capstone requirement. The requirement for a M.Ed. in Elementary Education with Reading Specialist is to complete the capstone course, RDG 534, with a grade of B or better.

II. Intended Learning Outcomes/Goals/Objectives

RDG 534 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

RDG 534 is the capstone course of the Reading Specialist Program and is aligned to both:

- **Standards of the International Literacy Association (ILA)**
- **Texas Education Agency Approved Educator Standards** for Student Services: Reading Specialist (EC-12)

### Program Learning Objectives (PLOs)

**Sidewalk Comparison**

- **Texas Educators Approved Standards**
- **International Literacy Association (ILA) Standards**
- **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs**

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs CANDIDATE RESPONSIBILITIES</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs PROVIDER RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Components of Reading</td>
<td><strong>Standard 1: Foundational Knowledge</strong></td>
<td><strong>Standard 1: Content and Pedagogical Knowledge</strong></td>
<td><strong>Standard 1: Content and Pedagogical Knowledge</strong></td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td><strong>Standard 2: Curriculum and Instruction</strong></td>
<td><strong>Standard 3: Assessment &amp; Evaluation</strong></td>
<td><strong>Standard 3: Candidate Quality and Selectivity</strong></td>
</tr>
<tr>
<td>Standard III: Strengths and Needs of Individual Students</td>
<td><strong>Standard 4: Diversity &amp; Equity</strong></td>
<td></td>
<td><strong>Standard 4: Program Impact</strong></td>
</tr>
<tr>
<td>Standard II: Assessment and Instruction</td>
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<td><strong>Standard 5: Provider Quality Assurance and Continuous Improvement</strong></td>
</tr>
<tr>
<td>Standard IV: Professional Knowledge and Leadership</td>
<td><strong>Standard 5: Learners &amp; The Literate Environment</strong></td>
<td></td>
<td><strong>Standard 2: Clinical Partnership and Practice</strong></td>
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<td><strong>Standard 6: Professional Learning &amp; Leadership</strong></td>
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<td><strong>Standard 7: Practicum/Clinical Experiences</strong></td>
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</tbody>
</table>

The following is aligned to the International Literacy Association (ILA) Standards 2010:

- **PLO 2:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (ILA Standard 2: Curriculum and Instruction 2010).
• **PLO 3:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (Texas Standard III: Strengths and Needs of Individual Students)

### Student Learning Outcomes (SLOs)

The following elements are aligned to the International Literacy Association (ILA) Standard 2: Curriculum and Instruction:

- **SLO 2.1:** Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
- **SLO 2.2:** Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- **SLO 2.3:** Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

The following elements are aligned to the Texas Standard III: Strengths and Needs of Individual Students:

- **SLO 3.1k:** The beginning Reading Specialist knows and understands that students’ progress in gaining the knowledge and skills necessary to learn to read varies and requires varied instruction and levels of instructional intensity.
- **SLO 3.2k:** The beginning Reading Specialist knows and understands issues and concepts related to the transfer of literacy competency from one language to another.
- **SLO 3.3k:** The beginning Reading Specialist knows and understands expected stages and patterns of first- and second-language learning.
- **SLO 3.4k:** The beginning Reading Specialist knows and understands sound practices for literacy instruction for English Language Learners that are based on a convergence of research.
- **SLO 3.5k:** The beginning Reading Specialist knows and understands issues and procedures in assessing English Language Learners’ reading strengths and needs, and when to collaborate with other specialists to aid in assessment.
- **SLO 3.6k:** The beginning Reading Specialist knows and understands how to distinguish between language differences and reading disabilities and when additional assessment or intervention is needed.
- **SLO 3.7k:** The beginning Reading Specialist knows and understands characteristics and instructional implications of reading difficulties, dyslexia, and reading disabilities in relation to the development of reading competence.
- **SLO 3.8k:** The beginning Reading Specialist knows and understands state and
federal laws, regulations, and guidelines regarding assessment and provision of services for students with reading difficulties, dyslexia, and reading disabilities.

- **SLO 3.9k**: The beginning Reading Specialist knows and understands means for gathering and analyzing assessment data for students with reading difficulties, dyslexia, and reading disabilities, and when to seek assistance from a specialist.
- **SLO 3.10k**: The beginning Reading Specialist knows and understands convergent research about sound practices for providing instruction to students experiencing reading difficulties, dyslexia, and reading disabilities, and convergent research about prevention and intervention strategies for students.
- **SLO 3.11k**: The beginning Reading Specialist knows and understands procedures for monitoring and evaluating the effectiveness of an intervention and determining when additional or alternative interventions are appropriate.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**D2L Support** -
- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
- To learn more about using D2L, visit SFA ONLINE at [http://sfaonline.sfasu.edu](http://sfaonline.sfasu.edu), where you’ll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in D2L in (pdf) format. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

**ASSIGNMENTS in Dropbox:**
1. **Shadow a Student (10 points)**: Candidates will shadow a student in grade 2 or higher, all day, in order to view the learning environment from the lens of a learner.
2. **Coaching Timeline (10 points)**: Candidate will create a literacy coaching schedule to meet with a teacher over the course of the semester.
3. **Research Visual (10 points)**: Choose a literacy topic that is a component of a comprehensive and balanced curriculum. Choose one that you would like to gain more knowledge about. You are to research the federal, state, and district standards (if any), the seminal (influential) research in support of this component, and show how this component is best implemented within an integrated literacy approach. This study will be shared with all members of our learning community so everyone can build a more in depth toolbox of professional resources.
4. **Coaching Model Portfolio (10 points)**: Candidates will utilize a coaching model of
instruction for a new or veteran teacher to model and collaborate for reading achievement. Candidates may have to meet with the principal to gain permission to be a mentor/coach and request release time for 5x out of her/his room to model lessons in the teacher’s classroom and for professional collaboration. The teacher and the Candidate will both reflect and meet to follow up on the lesson each time. The Candidate will collect all of the data regarding the literacy coaching in a portfolio.

**DISCUSSIONS:**
1. Introduction (1 point)
2. Shout out your Topic (6 points)
3. Literacy Coaching #1 (6 points)
4. Shadow Student (6 points)
5. Literacy Coaching #2 (6 points)
6. Literacy Coaching #3 (6 points)
7. Literacy Coaching #4 (6 points)
8. Literacy Coaching #5 (6 points)
9. Share your Research (6 points)

**QUIZZES:**
1. Syllabus and Timeline (1 point)
2. Final Reflective Paper (10 points)

**Professionalism** You are expected to show initiative and to **actively participate** in online discussions. You are expected to have a professional demeanor that will reflect your future successful Reading Specialist qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a Professional. **Correspondences, whether by e-mail or in writing are expected to be professional.**

**IV. Evaluation and Assessment (Grading):**

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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</tr>
</tbody>
</table>
## V. Course Calendar: This is a work in progress and may be updated...

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment</th>
<th>DUE by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jan 16</strong></td>
<td>Read Before Class Begins module&lt;br&gt;Discussion Introductions&lt;br&gt;Read over Syllabus &amp; print out Timeline&lt;br&gt;Quiz over Syllabus &amp; Timeline&lt;br&gt;Read Writing Expectations module&lt;br&gt;Begin taking practice reading quizzes for TExES exam</td>
<td>Before Class Begins</td>
<td>11:30pm</td>
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<tr>
<td><strong>Jan 19</strong></td>
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<tr>
<td><strong>Jan 22</strong></td>
<td>Read Before Class Begins module&lt;br&gt;Discussion Introductions&lt;br&gt;Read over Syllabus &amp; print out Timeline&lt;br&gt;Quiz over Syllabus &amp; Timeline&lt;br&gt;Read Writing Expectations module&lt;br&gt;Begin taking practice reading quizzes for TExES exam</td>
<td>Before Class Begins</td>
<td>Sun, Jan 28th</td>
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<td><strong>Jan 26</strong></td>
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<tr>
<td><strong>Jan 29</strong></td>
<td>Read Setting up Literacy Coaching module</td>
<td>Setting up Literacy Coaching</td>
<td>Sun, Feb 4th</td>
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<td><strong>Feb 2</strong></td>
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<tr>
<td><strong>Feb 5</strong></td>
<td>Dropbox Coaching Timeline</td>
<td>Setting up Literacy Coaching</td>
<td>Sun, Feb 11th</td>
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<td><strong>Feb 9</strong></td>
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<tr>
<td><strong>Feb 12</strong></td>
<td>Read Literacy Research module&lt;br&gt;Discussion Shout OUT Your Topic</td>
<td>Literacy Research</td>
<td>Sun, Feb 16th</td>
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<tr>
<td><strong>Feb 16</strong></td>
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<tr>
<td><strong>Feb 19</strong></td>
<td>Dropbox Shadow Student&lt;br&gt;Discussion Literacy Coaching #1</td>
<td>Setting up Literacy Coaching</td>
<td>Sun, Feb 25th</td>
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<tr>
<td><strong>Feb 23</strong></td>
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<tr>
<td><strong>Mar 5</strong></td>
<td>Discussion Shadow Student</td>
<td>Setting up Literacy Coaching</td>
<td>Sun, Mar 11th</td>
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<td><strong>Mar 9</strong></td>
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<tr>
<td><strong>Mar 12</strong></td>
<td>SPRING BREAK!! STAY SAFE AND ENJOY!</td>
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<tr>
<td><strong>Mar 16</strong></td>
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<tr>
<td><strong>Mar 19</strong></td>
<td>Discussion Literacy Coaching #2</td>
<td>Setting up Literacy Coaching</td>
<td>Sun, Mar 25th</td>
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<tr>
<td><strong>Mar 23</strong></td>
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<tr>
<td><strong>Mar 26</strong></td>
<td>EASTER HOLIDAYS!! ASK THE EASTER BUNNY FOR BOOKS!! EAT CHOCOLATE!!</td>
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<td><strong>Mar 30</strong></td>
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<tr>
<td><strong>Apr 2</strong></td>
<td>Read Coaching Resources module</td>
<td>Coaching Resources</td>
<td>Sunday, Apr 8th</td>
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<td><strong>Apr 6</strong></td>
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<tr>
<td><strong>Apr 9</strong></td>
<td>Discussion Literacy Coaching #3</td>
<td>Setting up Literacy Coaching</td>
<td>Sunday, Apr 15th</td>
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<td><strong>Apr 13</strong></td>
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<tr>
<td><strong>Apr 16</strong></td>
<td>Read Coaching Resources module</td>
<td>Coaching Resources</td>
<td>Sun, April 22nd</td>
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<td><strong>Apr 20</strong></td>
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<tr>
<td><strong>Apr 23</strong></td>
<td>Discussion Literacy Coaching #4</td>
<td>Setting up Literacy Coaching</td>
<td>Sun,</td>
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<tr>
<td>Date</td>
<td>Task</td>
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<tr>
<td>Apr 27</td>
<td>Dropbox Research Visual Discussion Share your Research</td>
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<tr>
<td>Apr 30 -</td>
<td>Literacy Component Research</td>
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<tr>
<td>May 4</td>
<td>Sun, May 6th</td>
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<tr>
<td>May 7 -</td>
<td>Compile Literacy Coaching Portfolio</td>
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<tr>
<td>May 9</td>
<td>Setting up Literacy Coaching Final Exam</td>
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<tr>
<td></td>
<td>Wed, May 9th</td>
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</table>

**VI. Required Textbooks:**

No textbook for classroom use is required. All readings are provided within D2L.

**Live Text:**

Some courses may collect assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email. Once LiveText is activated, if you have technical questions, call ext. 7050 or email. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Field Experience Management (FEM):**

In the practicum you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to last day of practicum. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from LiveText for a fee of $18.00 for a multiple year subscription.
The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS/PERIODICALS**

*Journal of Adolescent & Adult Literacy*, International Literacy Association  
*Literacy Today*, International Literacy Association  
*Reading Research Quarterly*, International Literacy Association  
*The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII: Student Ethics and Other Policy Information:

Class Attendance and Excused Absence Policy 6.7:
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities 6.1, 6.6:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Student Academic Dishonesty 4.1:
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information,
including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades 5.5:

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on TEA's website.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams Additional information available. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or by email.
I. Course Description:
An examination of trade books and their integration into reading/language arts programs.

II. Intended Learning Outcomes
The Perkins College of Education (PCOE) offers exemplary programs that are recognized at state, national, and international levels. Our Reading Specialist certification program is recognized by the National Council for Accreditation of Teacher Education (NCATE) and the International Literacy Association (ILA). The courses offered in this program are designed to meet the professional standards required of NCATE, ILA, and the Texas Education Agency mandates for Reading Specialist certifications. It is this vision that helps to distinguish our graduates from those of other universities.

The PCOE Conceptual Framework integrates several elements that provide assurance that all programs for the preparation of school personnel share a commonly held vision and a cohesive and aligned approach distinctive of Stephen F. Austin State University. These fundamental elements include the institution’s vision, mission and values.

A. Program Learning Outcomes:

PLO 1 Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. (ILA Standard 1)

PLO 2 Candidates use instructional approaches, materials, and integrated comprehensive balanced curriculum to support student learning in reading and writing. (ILA Standard 2)

PLO 3 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (ILA Standard 3)

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

PLO 5 Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. (ILA Standard 5)
PLO 6 Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (ILA Standard 6)

B. Student Learning Outcomes

SLO 1 Standard 2.3 Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.

SLO 2 Standard 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

SLO 3 Standard 5.1 Design a physical environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.

SLO 4 Standard 6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

C. Technology Applications Standards

Standard I. All teachers use technology related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

III. Course Assignments

Summaries over 8 Children’s Books - Candidates are expected to read 8 Children’s Books (each from different genres) and complete a Book Summary for each book read.. 16 points

Quizzes Over Course Textbook Readings
- Quiz One - Chapters 1-2 6 points
- Quiz Two - Chapters 3-4 6 points
- Quiz Three - Chapters 5-6 6 points
- Quiz Four - Chapters 7-8 6 points
- Quiz Five - Chapters 9-10 6 points
Discussions (five @ 2 points each) 10 points
Issue Paper 10 points
Comprehensive Final Examination 34 points

Candidates must complete all requirements for a grade in this course. You may not choose to omit any assignment. If all assignments (late or not) are not completed and submitted one week prior to the end of the semester, you will receive a failing grade in this course. No points will be received for late work. It's important to keep a copy of all submitted work. All assignments must be computer generated in Times New Roman 12 font and submitted via D2L. Scholarly products free from spelling and grammar errors are expected. Candidates are required to keep a copy of all work. Assignments cannot be returned.

IV. Evaluation/Assessments

Grading Scale:
90-100=A
80-89=B
70-79=C
69 or below=F

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>SLO/PL O's</th>
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<table>
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<tr>
<th>Week 1: July 11-16</th>
<th>Getting Started Course Orientation</th>
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<tbody>
<tr>
<td></td>
<td>Welcome! I’ve outlined each week, and I hope this will be helpful to you as you plan to meet assignment due dates this semester. <strong>This course has a heavy reading and writing load.</strong> You should plan your textbook readings and literature readings when it is convenient for you. Just make note of all due dates. Although there are due dates for all course requirements, <strong>you are encouraged to always work ahead of schedule.</strong> For this first week, please complete the following tasks:</td>
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<td>• Read the course syllabus and familiarize yourself with D2L. There are online modules and personal assistance offered through the Office of Instructional Technology (OIT).</td>
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<tr>
<td></td>
<td>• Create a personal calendar of due dates.</td>
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<tr>
<td></td>
<td>• Read through all course content.</td>
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<tr>
<td></td>
<td>• Secure your textbook and materials.</td>
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<td></td>
<td>• Under course Tools: Discussion, write an introduction of yourself to your class members.</td>
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<tr>
<th>Week 1: July 11-16</th>
<th>Knowing Children’s Literature and Understanding Children’s Responses to Literature Exploring Genres: Picture Books and Traditional Literature</th>
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<tr>
<td></td>
<td>Read chapters 1 &amp; 2 in textbook. Complete Quiz #1 (you may use your text) by <strong>July 13.</strong> Select and begin reading a Picture Book and a children’s traditional literature book. Complete Summaries by <strong>July 14.</strong></td>
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<tr>
<th>Week 1: July 11-16</th>
<th>Reading Formats Modules</th>
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<tr>
<td></td>
<td>Discussion 1 due <strong>July 16</strong> - Read and respond to “Reading Formats” - Guided Reading/Literature Circles module. <strong>Discussions can be posted at any time before due date. You are encouraged to work ahead of schedule to make your discussion postings.</strong></td>
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<td></td>
<td>Read chapters 3 &amp; 4 in textbook. Complete Quiz #2 by <strong>July 20.</strong> Select and begin reading a Fantasy Book and a Poetry Book. <strong>Summaries are due on July 21.</strong></td>
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<p>| PLO 1, 2,4,5 | SLO 1,2 | PLO 2 | SLO 1,2 | PLO 4, 5 | SLO 1,2 |</p>
<table>
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<tr>
<th>Week 2: July 17-23</th>
<th>Issue Paper “Leveled Books” and TEKS Module.</th>
<th>Begin work on Issue Paper. Due on Aug. 7 Discussion 2 Due July 23 - Read and respond to “Leveled Books” and TEKS Module.</th>
<th>PLO 2, 5 SLO 1,2</th>
</tr>
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<tbody>
<tr>
<td>Week 3: July 24-30</td>
<td>Comprehension Module</td>
<td>Discussion 3 due July 30. Read and respond to the Comprehension module.</td>
<td>PLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Week 4: July 31- Aug. 6</td>
<td>Exploring Genre: Realistic Fiction and Historical Fiction Exploring Genre: Non-Fiction and Biography</td>
<td>Read chapters 7 &amp; 8 in textbook. Complete Quiz #4 by August 3. Select and begin reading a nonfiction book and a biography. Summaries due on Aug. 4.</td>
<td>SLO 1, 2</td>
</tr>
<tr>
<td>Week 4: July 31 – Aug. 6</td>
<td>Excellent Reading Links Module</td>
<td>Discussion 4 due August 6. Read and respond to the Excellent Reading Links module.</td>
<td>PLO 6</td>
</tr>
<tr>
<td>Week 5: Aug. 7-11</td>
<td>Exploring Genre: Non-Fiction and Biography</td>
<td>Read Chapters 9-10 in textbook Complete Quiz #5 by August 9.</td>
<td>PLO 2, 5 SLO 1, 2</td>
</tr>
<tr>
<td>Week 5: Aug. 7-11</td>
<td>Planning the Literature Program - Sharing Literature with Children.</td>
<td>Read Chapter 11 in textbook. Reflect upon Read Alouds, Storytelling, and Book Talks. Reflect upon creating graphic organizers, maps, timelines, and jackdaws. No written assignment.</td>
<td>PLO 6</td>
</tr>
<tr>
<td>Week 5: Aug. 7-11</td>
<td>Book Review Module</td>
<td>Issue Paper due Aug. 7 - Submit to Assignment Dropbox. Discussion 5 due August 10. Read and respond to the Book Reviews module.</td>
<td>PLO 1,4, 6 SLO 3, 4</td>
</tr>
<tr>
<td>Week 5 Final Exam</td>
<td>Exam by 11:59 on Aug. 11</td>
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All assignments are due by Midnight on the due date. Quizzes are due on Thursdays, Book Summaries are due on Fridays, and Discussions are due on Sundays. The exception to this is the last week of the semester Aug. 7-11. Check above for specific due dates during the last week of class.

VI. Required Textbook, Readings and Materials


Readings: You will be required to read 8 Children’s Books (each from a different genre). There is no need to purchase these. They can be checked out from your school or public library.

Resources: Professional Development Guides from the University of Texas Center for Reading and Language Arts [www.texasreading.org/utcrla](http://www.texasreading.org/utcrla)  
Texas Reading Academies [www.ReadingAcademies.org](http://www.ReadingAcademies.org)

The following is a list of reliable professional organizations’ web sites that link to many informative sources:

American Library Association [www.ala.org](http://www.ala.org)  
Center on English Learning and Achievement [http://cela.albany.edu/](http://cela.albany.edu/)  
International Literacy Association [www.literacyworldwide.org](http://www.literacyworldwide.org)  
National Council of Teachers of English [www.ncte.org](http://www.ncte.org)  
National Reading Conference [http://ncr.oakland.edu/](http://ncr.oakland.edu/)  
Regional Educational Laboratory Network [www.relnetwork.org](http://www.relnetwork.org)  
Wisconsin Literacy Education and Reading Network Services ([http://wilearns.state.wi.us/](http://wilearns.state.wi.us/))  
Young Adult Library Services Association [www.ala.org/yalsa](http://www.ala.org/yalsa)

Vii. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation.
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, *all ratings are confidential and anonymous*, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absences: Policy 6.7

Regular, punctual attendance, documented participation, and, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic Dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
1. Using or attempting to use unauthorized materials on any class assignment or exam
2. Falsifying or inventing of any information, including citations, on an assignment; and/or,
3. Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Acts of plagiarism include, but are not limited to:
1. Submitting an assignment as one’s own work when it is at least partly the work of another person.
2. Submitting a work that has been purchased or otherwise obtained from the Internet or another student, and/or
3. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmitting the work, make-up exam, failure of the course or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outline in Academic Appeals by Students (6.3).

**Withheld Grades Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH is assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the course work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e. Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional policy. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subjected to judicial, academic or other penalties. This policy applies to all instructional forums including online, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion of what behavior is appropriate/inappropriate in the classroom. Students who do not attend regularly or who perform poorly on class projects/exams may be referred to the ICare: Early Alert Program at SFA. Information regarding the ICare program is found at [https://icare.sfasu.edu/jjudicial/earlyalert.asp](https://icare.sfasu.edu/jjudicial/earlyalert.asp) or call 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other educational settings, you will be required to:**

1. pass criminal background checks for field or clinical experiences on public school campuses; the school campuses are responsible for the criminal background check. If you have a history or criminal activity, you may not be allowed to complete field or clinical experiences on school campuses. At that point, you may want to reconsider your major while at SFA.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID card, or military ID card to take the TExES exams (additional information is available at [www.texas.ets.org/registrationBulletin](http://www.texas.ets.org/registrationBulletin). YOU must provide legal documentation to take these mandated examinations that are related to certification/licensing in the state of Texas. If you do not have legal documentation, you may want to reconsider your major while at SFA.
3. You must complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

IX . Other Relevant Course Information

The instructor will not consider assignments submitted after the deadline for grading. Candidates should always work ahead of schedule to ensure timely submissions.

Graduate Comprehensive Examination

Candidates must make application, take, and pass the Graduate Comprehensive Examination in their graduating semester. Information can be found at the Reading Specialist web pages www.sfasu.edu