RDG 415: Language and Literacy III

Spring 2016

**Instructor Information:**

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**Office:** ECRC 209C  
**Phone:** 936 468 1759  
**Office hours:** 11 am to 12 noon Monday - Friday  
**Credits:** 3 hours  
**Course Time & Location:** This is an online/web-based course.

**Prerequisites:**
Admitted to Educator Preparation

I. **Course Description:**

RDG 415 is a comprehensive examination of authentic writing and oral language development with special emphasis on the English Language Learner.

Note: There are no LiveText assignments in this course.

II. **Intended Learning Outcomes/Goals/Objectives:**

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

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 in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

RDG 415 is the reading course that focuses mainly on writing instruction and is one of the later reading courses taken.
**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- ESL SLO 1.1 Candidates understand content related to all ESL SLOs 1-5 (Texas ESL ST I-VII; TESOL all).
  - ESL SLO 1.1.1 ESL Certificate Assignment

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4) Candidates will understand and use the central concepts, tools of inquiry, standards, and research/structures of content to plan and implement curriculum that develops all young students and adolescents’ competence in subject matter (AMLE 2; InTASC 4).

- SLO 2.1 Candidates understand that language is different when considering spoken and written, physical writing of letters is taught, language skills (speaking, listening, reading, writing) are interrelated, and writing is a developmental process requiring competence in written communication including process steps (prewriting, drafting, revising, editing, publishing), stages of writing (drawing, scribbling, random letters, semiphonetic, phonetic, transitional, conventional), and types, purposes, audiences, and settings (ELAR EC6 8.1k, 2k, 3k, 4k, 5k, 6k, 7k, 2s, 4s, 6s, 9.1k, 2s, 3s, 4/8 5.1k, 2k, 6k, 7k, 8k, 10k, 4s, 5s, 6s, 9s, 10s)
  - SLO 2.1.1 Assessment – Thoughts About Writing So Far Discussion
  - SLO 2.1.2 Assessment – About Writing Quiz (ELAR EC6 8.3k, 6k, 7k, 2s; 4/8 5.6k, 9k, 10k, 3s, 5s, 6s)
  - SLO 2.1.3 Assessment – Writing Process Quiz (ELAR EC6 8.1k, 2k, 4k, 4s; 9.1k, 2s, 3s; 4/8 5.1k, 2k, 6k, 7k, 4s, 9s)
  - SLO 2.1.4 Assessment – Writer’s Notebook Example Assignment (ELAR EC6 8.2k, 3k, 5k, 4s, 6s; 4/8 5.6k, 7k, 8k, 4s, 6s)
  - SLO 2.1.5 Assessment – Personal Narrative Assignment (ELA EC6 8.2k, 3k, 4k; 4/8 5.2k, 6k, 7k, 10s)

- SLO 2.2 Candidates know and understand the terms syntax and vocabulary, how spelling develops and the relationships among spelling, phonological, graphophonemic knowledge, alphabetic awareness, the importance of this relationship, and the use of writing conventions (ELAR EC6 8.7k, 9.2k, 3k, 4k, 5k, 6k, 7k; 4/8 5. 1k, 3k, 4k, 5k,10s, 11s).
  - SLO 2.2.1 Assessment - Spelling Quiz (ELAR EC6 8.7k, 9.2k, 3k, 4k, 6k; 4/8 5.1k, 4k, 5k)
  - SLO 2.2.2 Assessment - Spelling & Conventions Assignment (ELAR EC6 9.3k, 5k, 6k, 7k; 4/8 5.1k, 3k, 5k, 10s, 11s)

**PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates implement models of writing instruction (writing continuum of support: modeled writing, shared writing, interactive writing, guided writing, independent writing, writers’ workshop) that assists students in developing competence in written communication (ELAR EC6 8.5k, 8k, 1s, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 8k, 2s, 10s, 11s, 12s; ISTE ST II).
  - SLO 3.1.1 Assessment – Writing Workshop Quiz (EC6 8.5k, 1s; 4/8 5.8k, 2s)
  - SLO 3.1.2 Assessment - Workshop Minilesson Assignment with technology integration (ISTE ST II; ELAR EC6 8.5k, 8k, 5s, 9.1s, 4s, 5s, 6s; 4/8 5.11k, 10s, 11s, 12s, 13s)
PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4; InTASC 6).

- SLO 4.1 Candidates understand and use basic principles of writing assessment that allow for formal/informal assessment, self-assessment, peer assessment, using assessment to plan instruction (Calkins & Atwell methods and 6+1 Traits to plan writing instruction for students) and communicating with families (ELAR EC6 8.9k, 3s, 7s, 8s. 10s, 9.5k, 9.7s; 4/8 ST 5.12k, 1s, 7s, 8s, 14s).
  - SLO 4.1.1 Assessment - Conference Assignment (ELAR EC6 8.9k, 3s, 7s, 10s, 9.5k, 7s; 4/8 5.12k, 1s, 7s, 8s, 14s)

- ESL SLO 4.2 Candidates know and understand all aspects of the TELPAS formal assessment system for the ESL student (ESL SLO 4.1; ESL Texas ST VI; TESOL 4c).

- ESL SLO 4.3 Candidates know and understand how listening, speaking, and reading relate to writing development and connect to the performance level descriptors (PLDs) used in the assessment of ELLs and articulate beginning, intermediate, advanced, and advanced high language acquisition levels relating to instructional strategies (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s; ESL SLO 4.2; Texas ESL ST VI; 4c)

- ESL SLO 4.4 Candidates use the Texas holistic process to assess writing using the PDL rubrics (ESL SLO 4.2 related; Texas ESL ST VI; TESOL 4c).
  - ESL SLO 4.2.1/4.3.1/4.4.1 Assessment – TELPAS Quiz (ELAR EC6 8.6k, 2s; 4/8 5.9k, 3s, ESL SLO 4.1; ESL Texas ST 6; TESOL 4c)
  - ESL SLO 4.3.2 Assessment – Language Proficiency Assignment (Texas ESL: 4.1k).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5; InTASC 9, 10; ELAR EC6 8.8s, 9s; 4/8 Texas 5.14s, 15s).

- SLO 5.1 Candidates demonstrate how to communicate with families concerning children and writing development (ELAR EC6 8.8s, 9.7s; 4/8 14s).
  - SLO 5.1.1 Assessment – Conference Assignment (which includes email text to families) (ELAR EC6 8.7s, 9.7s; 4/8 5.14s)

- SLO 5.2 Candidates understand how to communicate and grow as professionals in the area of writing instruction (ELAR EC6 8.9s, 9.8s; 4/8 5.15s)
  - SLO 5.2.1 Assessment – Writing Professional Discussion (ELAR EC6 8.9s, 9.8s; 4/8 5.15s)

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

DISCUSSIONS – (6 pts.)

- Thoughts About Writing So Far (PLO 2/InTASC 4) (2 pts) – You will post your thoughts about writing based on your personal history of writing, your attitude survey, and the information you have read in The Reasons We Write module.

- Professional Writing (PLO 5/InTASC 9, 10) (4 pts) – You will write a discussion that considers what you have gained about the teaching of writing and how to collaborate with writing professionals and continue your growth as a teacher focused on the teaching of writing, no matter the content area in which you will teach.

DROPBOXES – (57 pts.)

- The Writers’ Notebook (PLO 2/InTASC 4) (7 pts.) – You will create an example of a Writer’s Notebook that will show crafting techniques and at least one of the entries will showcase a mentor text.
The Personal Narrative (PLO 2/InTASC 4) (15 pts.) – You will create a personal narrative that shows the steps in the writing process and will participate in self-assessment.

Spelling & Conventions (PLO 2/InTASC 4) (10 pts.) – You will analyze a student writing example and respond to the stage of spelling, convention concerns, skills to be taught, and suggestions for needed minilessons.

The MiniLesson (PLO 3/InTASC 2, 3, 5, 7, 8/ISTE II) (8 pts.) - You will create a Writing Minilesson Plan based on the planning format shown in this course for the grade level of your choice. You are to use writing TEKS for the grade level of your choice.

The Writing Conference (PLO 4/InTASC 6) (12 pts.) – You will review the student writing sample displayed in The Writing Conference Assignment Directions file. You will create a writing conference for this student and will create text for an email to communicate the writing performance of this student to a family member.

The Proficiency Levels Assignment (PLO 4/InTASC 6) (5 pts.) – You will revisit your minilesson, read a scenario of an ELL, identify the proficiency level of the student, and add two strategies in these two sections of your minilesson (TEACHING; ACTIVE ENGAGEMENT) that meet the needs of this ELL.

QUIZ – (37 pts.)
• About Writing Quiz (PLO 2/InTASC 4) (8 pts.)
• Writing Process Quiz (PLO 2/InTASC 4) (8 pts.)
• Spelling Quiz (PLO 2/InTASC 4) (8 pts.)
• Writing Workshop Quiz (PLO 3/InTASC 2, 3, 5, 7, 8) (8 pts.)
• TELPAS Quiz (PLO 4/InTASC 6) (5 pts.)

BONUS - 2 points for completing the ESL Certificate course.

• ESL Certificate Dropbox (PLO 1/InTASC 1) - After you have completed the ESL preparation course at the T-Cert site, you will receive a certificate of completion. Upload that certificate in this assignment.

TOTAL: 100 plus the 2 bonus points

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
F < 70 points

Note: As a prerequisite to Student Teaching, you must achieve a C or better in ELE 301, ELE 303, ELE 450, and RDG 415.

There are no LiveText assignments in this class.

See the section above for a detailed description of the assignment and the point totals for that assignment.

All assignments are expected to be at least attempted!

The professor reserves the right to lower the grade by one letter if assignments are not attempted.
SCORING GUIDES:

DISCUSSIONS

Thoughts About Writing So Far

1 pt. - The reflection is original, an in-depth critical analysis, fully explained, directly aligned to assignment directions, detailed, and insightful

1 pt. - The posting is error-free (spelling, capitalization, punctuation, grammar) or minor errors do not interrupt thoughts

Writing Professional

4 pts - The discussion is in-depth, relates to what was learned through specific examples that related to the content of the course, provides a thorough description of how to collaborate with writing professionals/community, and clearly shows how to grow as a writing professional, and the post is convention error-free.

3 pts - The discussion relates to what was learned through examples relating to the content of the course, provides a description of how to collaborate with writing professionals/community, shows how to grow as a writing professional, and/or the post has some minor convention errors. The post could be more in-depth.

0 pts - The discussion was skimpy, may not have grounded thinking about what was learned in the course with examples, may not clearly show how to grow as a writing professional, or how to collaborate with professionals/community members, and major convention errors may be noted.

DROPBOX

Writer's Notebook

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 3.5 points</th>
<th>Acceptable 2.5 points</th>
<th>Unacceptable 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entries</td>
<td>Three entries are present with numbers, dates, and titles. A small moment entry is displayed, and a crafting technique is displayed. Mentor texts are outlined by title and author on at least one entry. The entries show depth and a display of the crafting technique.</td>
<td>Three entries are present but numbers, dates, and titles may not be clearly defined or directions followed specifically. A small moment and at least one crafting technique entry is included. Mentor texts are outlined by title and author on at least one entry. The entries could show more depth, but a display of the crafting technique is shown.</td>
<td>Three entries may not be present. Numbers, dates, and titles are missing or have missing elements. Directions for the small moment, crafting technique and one with a mentor text may not be followed. The entries are skimpy and lack depth.</td>
</tr>
<tr>
<td>Convention/Appearance</td>
<td>Convention issues are limited but may occur since a notebook is a draft example of writing. The appearance of the notebook shows attention to detail and is pleasing to the eye. Effort has been shown to make this a good example of a notebook.</td>
<td>Too many convention errors are noted even for a draft copy. The appearance of the notebook is acceptable but lacks attention to detail. More effort could have been shown to make this a good example of a notebook.</td>
<td>Convention errors are extreme. The appearance is not pleasing to the eye. Little effort was shown to make this a good example of a notebook.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 7 or more</td>
<td>Acceptable 5 or more</td>
<td>Unacceptable 0 or more</td>
</tr>
</tbody>
</table>

Personal Narrative

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 3 points</th>
<th>Acceptable 2 points</th>
<th>Unacceptable 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>An unforgettable experience is shared using details that make the narrative truly memorable. An exhibit of prewriting is displayed from the writer’s notebook. The first draft clearly relates to the prewriting stages. Two self-assessment charts clearly display the criteria(ion)</td>
<td>An interesting experience is shared with details that help create the interest. An exhibit of prewriting is displayed that indicates the ideas to be included in the piece. The first draft mostly relates to the prewriting stages. Two self-assessment charts are included, but the</td>
<td>The narrative needs to share an experience and use details. An exhibit of prewriting is not displayed or is displayed and shows little relationship to the draft and final piece. Two self-assessment charts may or may not be included; they may not be sufficient. The revised draft is</td>
</tr>
</tbody>
</table>
Spelling & Conventions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 15 or more</th>
<th>Acceptable 10 or more</th>
<th>Unacceptable 0 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>The narrative has a few minor errors in punctuation, spelling, or grammar. The writer considered the purpose and audience for writing.</td>
<td>Grammar and punctuation are correct, but could be more specific. The stage of spelling is listed and accurate. The characteristics for this stage are accurate and relate to the spelling skill listed. The strategy is accurate for including in a minilesson.</td>
<td>The convention area of concern is inaccurate for including in a minilesson.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 10 or more</td>
<td>Acceptable 7 or more</td>
<td>Unacceptable 0 or more</td>
</tr>
</tbody>
</table>

MiniLesson

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 8 or more</th>
<th>Acceptable 5 or more</th>
<th>Level 1 0 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective/Connection</td>
<td>The topic/objectives/concept/TEKS/ELPS are identified, stated, explained, and labeled clearly and effectively according to what was taught in the course. The objectives follow this template. Students or learners will (VERB from TEKS) (CONTENT from TEKS) through or similar trigger word (not by) (PRODUCT).</td>
<td>An appropriate literature or writing sample is used to enhance students’ understanding of the concept but may not be specifically described or listed. The sample relates directly to the objective. The teaching models what students are to learn but could be more specific. Students are not invited into the lesson. Technology (App or website) is integrated.</td>
<td>A literature or writing sample is used but does not necessarily enhance the students’ understanding of the concept. The teaching is very directive. Modeling is missing. Technology (App or website) integration may be missing.</td>
</tr>
<tr>
<td>Model/Teaching</td>
<td>Appropriate literature or writing sample(s) are used to enhance students’ understanding of the concept. The sample relates directly to the objective. The teaching sufficiently models what students are to learn. Students are engaged. Technology (App or website) is integrated well and seamlessly.</td>
<td>The topic/objectives/concept/TEKS/ELPS are identified/stated/labeled and/or may not be made completely clear to students or writing ELPS not used. Students may not be made aware of the lesson objectives or the objectives do not follow the template provided in the course.</td>
<td>The topic/objectives/concept/TEKS/ELPS may not be identified/stated/labeled and/or may not be made completely clear to students or writing ELPS not used. Students may not be made aware of the lesson objectives or the objectives do not follow the template provided in the course.</td>
</tr>
<tr>
<td>Student Involvement/Active Engagement</td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step is brief and relates to the teaching. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is provided for active student participation in ways other than passive listening. This step may be longer than needed and the relationship to the teaching could be clearer. It is clear that this occurs in the circle before students are released.</td>
<td>An opportunity is not provided for active student participation in ways other than passive listening. There is no relationship to the teaching. The step is more what would occur in worktime.</td>
</tr>
<tr>
<td>Closure/Link/Assessment</td>
<td>The teacher clearly summarizes (or asks students to summarize) the main points and explains how learning will be needed in the future. Assessment included and aligned.</td>
<td>The teacher is well prepared. There may be a slight error in content, language, or grammar, but it is insignificant. Assessment is included but not measurable/observable.</td>
<td>There are several significant errors made in content, language, or grammar. Assessment is not included or is not aligned.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 8 or more</td>
<td>Acceptable 5 or more</td>
<td>Level 1 0 or more</td>
</tr>
</tbody>
</table>
### Writing Conference

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 12 points</th>
<th>Acceptable 10 points</th>
<th>Unacceptable 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps In Conference</td>
<td>The praise point, question about the piece, and teach point were clearly defined in terms students can understand.</td>
<td>The praise point, question about the piece, and teach point were stated but could be clearer and/or easier for students to understand.</td>
<td>The praise point, question about the piece, and/or teach point were not stated or were too general and/or hard for students to understand.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>No errors in conventions.</td>
<td>Minor convention errors were noted.</td>
<td>Major errors in convention and interrupts meaning.</td>
</tr>
</tbody>
</table>

### TELPAS Writing Analysis

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 12 or more</th>
<th>Acceptable 10 or more</th>
<th>Unacceptable 0 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS/TELPAS and Conventions</td>
<td>A clear explanation of how the ELPS and TELPAS are related is present but could be more specific. Minor convention errors are noted.</td>
<td>An explanation of how the ELPS and TELPAS are related is present but may not be present or not acceptable. Several convention errors are noted.</td>
<td></td>
</tr>
<tr>
<td>PLD</td>
<td>A clear explanation of PLD, the descriptors (beginning, intermediate, advanced, and advanced high), how to score the TELPAS, and how the scores change according to PLD and grade levels is present.</td>
<td>An explanation of PLD, the descriptors (beginning, intermediate, advanced, and advanced high), how to score the TELPAS, and how the scores change according to PLD and grade levels is present but could be more clear or specific.</td>
<td>How the ELPS and TELPAS are related is not present or not acceptable. Several convention errors are noted.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 10 or more</td>
<td>Acceptable 8 or more</td>
<td>Unacceptable 0 or more</td>
</tr>
</tbody>
</table>

### Final Exam Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 15 points</th>
<th>Acceptable 10 points</th>
<th>Unacceptable 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer’s Workshop Description</td>
<td>The description clearly outlines the structure of the workshop, how to conduct the three components of the structure of the workshop, how to meet the needs of all writers, and what strategies one could use in the workshop; the description is totally convention error-free.</td>
<td>The description includes the structure of the workshop, how to conduct the three components of the structure of the workshop, how to meet the needs of all writers, and what strategies one could use in the workshop, but the description could be more descriptive; there are minor convention errors noted.</td>
<td>The description missed at least one of these areas in the description: the structure of the workshop, how to conduct the three components of the structure of the workshop, how to meet the needs of all writers, and what strategies one could use in the workshop; there are major convention errors noted.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 15 or more</td>
<td>Acceptable 10 or more</td>
<td>Unacceptable 0 or more</td>
</tr>
</tbody>
</table>

### Language Proficiency Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 2.5 points</th>
<th>Acceptable 1 point</th>
<th>Unacceptable 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level</td>
<td>The proficiency level is accurate and exactly matches the characteristics of an ELL at this proficiency level, but the state labels for the PLD was not used exactly.</td>
<td>The proficiency level is accurate and exactly matches the characteristics of an ELL at this proficiency level, but the state labels for the PLD was not used exactly.</td>
<td>The proficiency level was not accurate.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Two strategies (TEACHING; ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies (TEACHING; ACTIVE ENGAGEMENT) were added to the previous minilesson that meet the PLD level of the student in the scenario. The strategies provided accommodations to the ELL and were mostly aligned to the TEKS, ELPS, learning objective, and language objective.</td>
<td>Two strategies may not be present or did not meet the characteristics of the ELL in the scenario. The strategies if provided may not been aligned to the TEKS, ELPS, learning objective, and language objective in a meaningful way.</td>
</tr>
</tbody>
</table>
V. Tentative Course Calendar of Assignments:
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, Livetext, APA Begin the Reasons We Write Module. Begin the ESL Test Preparation Module at your own convenience. This is a bonus, but I strongly recommend it if you want to take the ESL exam. If you have taken and passed your content exam, you may want to participate in this online course. This is an ongoing module and will not be due until the end of the course. Many times employment is due on this certification! This is for bonus points!</td>
<td>Checklists: Before Class Begins, Syllabus &amp; Timeline, Livetext, APA (linked on each of the module conclusion pages) Discussion Board: Thoughts About Writing So Far Due (PLO 2/INTASC4)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Complete the Reasons We Write Module</td>
<td>Quiz: About Writing (PLO2/INTASC4) Checklist: Reasons We Write</td>
</tr>
<tr>
<td>Week 3</td>
<td>Complete the Writing Process Module</td>
<td>Quiz: Writing &amp; Process Due (PLO2/INTASC4) Checklist: The Writing Process</td>
</tr>
<tr>
<td>Week 4</td>
<td>Complete the Writer’s Notebook Module</td>
<td>Dropbox: Writer’s Notebook Example (PLO 2/INTASC4) Checklist: Writer’s Notebook</td>
</tr>
<tr>
<td>Week 5</td>
<td>Begin the Narrative Writing Module</td>
<td>The narrative assignment will take some time. Work on this for these two weeks!</td>
</tr>
<tr>
<td>Week 6</td>
<td>Complete the Narrative Writing Module</td>
<td>Dropbox: Narrative Due (PLO 2/INTASC4) Checklist: Narrative Writing</td>
</tr>
<tr>
<td>Week 7</td>
<td>Complete the Spelling &amp; Conventions Module</td>
<td>Quiz: Spelling (PLO2/INTASC4)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Complete the Spelling &amp; Conventions Module</td>
<td>Dropbox: Spelling &amp; Conventions Assignment (PLO2/INTASC4) Checklist: Spelling &amp; Conventions</td>
</tr>
<tr>
<td>Week 9</td>
<td>Complete the Writing Workshop Module</td>
<td>Quiz: Writing Workshop (PLO2/INTASC4) Checklist: Writing Workshop</td>
</tr>
<tr>
<td>Week 10</td>
<td>Begin the Minilessons to Teach Writing Module</td>
<td>YOU MAY WANT TO SEND IT VIA EMAIL. ATTACHMENT TO ME PRIOR TO TURNING IT IN FOR FEEDBACK! IF YOU WANT FEEDBACK, SEND IT PRIOR TO THE WEDNESDAY BEFORE IT IS DUE NEXT WEEK! ONCE IT IS TURNED IN, THE GRADE STANDS!</td>
</tr>
<tr>
<td>Week 11</td>
<td>Complete the Minilessons to Teach Writing Module</td>
<td>Dropbox: Minilesson (PLO/INTASC 2, 3, 5, 7, &amp; ISTE II) Checklist: Minilesson</td>
</tr>
<tr>
<td>Week 12</td>
<td>Complete the Writing Conferences Module</td>
<td>Dropbox: Writing Conference (PLO 4/INTASC6) Checklist: Writing Conferences</td>
</tr>
<tr>
<td>Week 13</td>
<td>Complete the ESL Writing Assessment Module</td>
<td>Dropbox: Language Proficiency Assignment (PLO 3 &amp;4/INTASC2, 3, 4, 6, 7, 8) Checklist: ESL Writing Assessment</td>
</tr>
<tr>
<td>Week 14</td>
<td>Complete the ESL Writing Assessment Module, Complete the Writing Professional and Course Celebration Module.</td>
<td>Quiz: TELPAS Due (PLO 4/INTASC6) Discussion: Writing Professional (PLO 5/INTASC 9, 10) Checklist: None</td>
</tr>
<tr>
<td>Week 15</td>
<td>Complete ESL Test Preparation Module</td>
<td>Dropbox: ESL Certificate (PLO 1/INTASC1) Checklist: None</td>
</tr>
</tbody>
</table>
VII. Required Text and Other Required Materials:

1. **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 email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

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

![LiveText Book](image)

2. 2009. APA Publication manual 6th edition. Washington, D.C.: American Psychological Association. ISBN # 9781433805615 *(Strongly suggested but know that you may access APA by Purdue Owl as directed in the APA Module. So, you do not have to purchase this at this time.)*

3. All other required reading is located in the content modules of the course *(Required)*.

There are no LiveText assignments required in this course; you will not have to use LiveText.

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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE 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 COE, 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 Absences:

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in 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 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 (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 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. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 policy 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.

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
**Student Appeals:**

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

**Withheld Grades Semester Grades (Policy 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 and F, except as allowed through policy (i.e., Active Military Service (6.14). 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.

**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. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**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.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ______________ . If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
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 at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). 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 936-46-1740 or snyderke1@sfasu.edu

**IX. Other Relevant Course Information**

**The State of Texas Elementary Education TExES Preparation Law**

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.