I. Course Description

A survey of reading models, methods, and instructional practices.

PRE-REQUISITES: None

II. Intended Learning Outcomes/Goals/Objectives

This Survey of Reading course 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)

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; InTASC 1; AMLE 1; InTASC 1).

- SLO 1.1 Candidates will analyze constructivist models of reading (EC6 Texas ELA ST IV, VI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I)
  - SLO 1.1 Assessment - Discussion Posting. Graphic organizer representing the models of reading and instructional practices aligned to these models

- ESL SLO 1.2 – Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, the Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - ESL SLO 1.2.1 Assessment - Quiz

- SLO 1.3 Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I)
- SLO 1.3 Assessment Discussion Posting. Graphic organizer representing the models of reading and instructional practices aligned to these models
  - ESL SLO 1.4 - Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy and bi-culturality (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II)
- ESL SLO 1.4 Assessment Creative Visual chart of definitions and application to education
  - Introduce EC-6 TEKS System Course Alignment– Completion of Quiz 6 (Curriculum Alignment, Curriculum Standards, TEKS Organization and Structure, Verbs and Cognitive Rigor, TEKS Identification for Lesson Planning, and ELPS)

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; AMLE 2; InTASC 4, 5, 6, 7, 8).
  - SLO 2.1 Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Reading Association (IRA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL) (ELED) (EC6 Texas PPR ST I)
  - SLO 2.1 Assessment - Comparison of Position Statements Assignment

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; InTASC 2, 3, 5, 7, 8; AMLE 2).
  - SLO 3.2 Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)
  - SLO 3.2 Assessment –Digital Native/E-Book Quiz
  - SLO 3.3 Candidates will know how to use a readability formula (such as: Fry’s, Flesch’s) in order to evaluate both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)
  - SLO 3.3 Assessment Readability Formula - Manual and Digital Assignment

PLO 3.4 Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed) (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I)
  - SLO 3.4 Assessment the Reading Zone Quiz, Anchor Chart Assignment, Reading Workshop Quiz

PLO 3.5 – Candidates will know the factors that contribute to multicultural environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - ESL SLO 3.5.1 Assessment Discussion Board Posting

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; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8).
  - ESL SLO 4.1 Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)
  - ESL SLO 4.2 Candidates will know informal and formal reading assessment measures and identify the appropriate measure of assessment based on readers’ needs (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII)
  - ESL SLO 4.3 Candidate will examine current language assessment tools including ACTFL Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELPT), English Language Development Assessment (ELDA) and Comprehensive English Language Learning Assessment (CALLA) (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)
  - ESL SLO 4.1, SLO 4.2, ESL SLO 4.3 Assessment ESL Assessment Position Paper

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; InTASC 9, 10; AMLE 5; InTASC 9, 10).
  - ESL SLO 5.1 – Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school
communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VI; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV)

- ESL SLO 5.1 Assessment - Discussion Board Posting
  - SLO 5.2 Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TExES ELA ST VII) (EC6 Texas PPR ST III, IV)
  - Bloom’s/ESL SLO 5.3 Assessment - Purpose and Benefit of Organization Assignment

### 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, where you’ll find written instructions and video tutorials.

**Dropbox / Discussions / Quizzes to Complete** –

**DROPBOX:** (will add up to 38 points)
- **Anchor Chart Examples (5 points)** Candidates will provide and explain examples and non-examples of anchor charts for student support.
- **ESL Creative Visual Chart (5 points)** Candidates will conduct independent research and report on issues surrounding ESL Education and their application to the classroom.
- **Models of Reading (5 points)** After reading about major theorists and those who influenced reading instruction, Candidates will create a visual reading model.
- **Comparison of Position Statements (5 points)** Candidates will read position statements from four major reading organizations and compare and contrast their views.
- **Purpose and Benefits of Organizations (5 points)** Candidates will synthesize the mission and benefits of being a part of a professional reading organization.
- **Determining Readability (5 points)** Candidates will demonstrate manual and digital proficiency at determining reading ease and grade level on text.
- **ESL Assessment Position Paper (8 points)** Candidates will take a stance on the assessment of second language learners by writing a position paper.

**DISCUSSIONS:** (will add up to 8 points)
- **Morning Meeting (2 points)** – Introduction and Creating Classroom Community
- **The Reading Zone (2 points)** – The Reading Zone
- **Models and Theories of Reading (2 points)** – What is Reading?
- **Assessment (2 points)** – Your Thoughts on Assessment
- **Bloom’s Taxonomy (2 points)**- Using the Bloom’s Taxonomy and Product Alignment Wheel

**QUIZZES:** (will add up to 52 points)
- **Quiz over Syllabus and Timeline (2 points)**
- **Quiz The Reading Zone (8 points)**
- **Quiz Reading Workshop (8 points)**
- **Quiz Foundations of ESL (8 points)**
- **Quiz Digital Literacy and E-Books (8 points)**
- **Quiz TEKS System & Intro to Bloom’s (8 points)**
- **Final Exam (10 points)**

**Professionalism (2 points)** 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. 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.

**LATE WORK IS NOT ACCEPTED.** It is highly recommended that you still complete the assignment and read the required notes and articles in order to gain the knowledge needed. However, a grade of zero will still be entered.

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

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<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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### V. Course Calendar:

A separate course calendar is also in D2L within the Syllabus and Timeline Module.

### VI. Required Textbooks:


**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 e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu). Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail [livetext@sfasu.edu](mailto:livetext@sfasu.edu). Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**This course does NOT have a LiveText assessment at this time.**
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 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 Policy 6.7:

Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. If you are absent, it is your responsibility to get the missed material from a classmate. After three unexcused absences, your grade will be lowered by one letter grade; each subsequent absence thereafter will result in your grade being lowered by one letter grade. Three tardies will result in one absence.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn. 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.

NOTE: Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

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 Policy 4.1:

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 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
Elementary Education Admissions Test Information – in effect Fall 2014

Elementary Education Admission Test
There is test that you must take and pass to be admitted into the Elementary Education Department. It is called the Elementary Education Admissions Test (EEAT) and is actually a combination of two tests on the basic skill areas of math and spelling/writing/grammar. Once you begin your classes, a PREPREVIEW course for each of the 2 sections will appear in with your other courses in D2L (The review course is one course, there is not a separate review course for each section of the test) to help you review. In each PREP REVIEW module is a pretest, learning module, and posttest. You are to take the pretest. If you achieve 80% or higher on the test, the next module will be released. When you are ready, take the posttest.

Following are the guidelines for this test:

What
  o You will have three (3) attempts to pass each section (mathematics and writing) of the EEAT.
  o You will take this exam while enrolled in RDG 318 but it is NOT connected to RDG 318 in ANY way.
  o If you have transferred in a course substituting for RDG 318, you will need to take this test as soon as possible.
  o The exam must be passed before you may enroll in RDG 320 or ECH 331.

When/Where/Cost
  o The test is a computer-based administered test given through SFASU Testing Services, 3rd floor in the Rusk RDG 318, Vaughn, P.
building (936 468 3958).

- If you sign up during advertised testing times, the cost is $20.00. If administered at other times, the cost is $30.00.
- Schedule your test early; computers and available test dates are limited.

Accommodations
- If you have a documented disability through the SFASU Office of Disability, the test will be administered according to the accommodations prescribed. Present your official accommodations to the Elementary Education Assessment Director, Karla Hamilton, for special arrangements to be made.
- If you are learning English as a Second Language and are requesting accommodations, you must present appropriate documentation to Karla Hamilton (see contact info below).

Test Preparation
- Instructional PREP REVIEW modules for the 2-part test will be located with your other courses in D2L a week after classes begin. Contact Karla Hamilton immediately if you do not see them. Modules that will appear in D2L:
  - ELE ED TEST REVIEW COURSE
  - ELE ED MATH DEVELOPMENTAL COURSE This course will not appear in D2L for a student unless they are unsuccessful on the math section of the test.
  - ELE ED WRITING DEVELOPMENTAL COURSE This course will not appear in D2L for a student unless they are unsuccessful on the writing section of the test.
- If you are a transfer student and transfer in RDG 318 credit, see Karla Hamilton for access to the PREP REVIEW modules.
- All students are strongly encouraged to complete the PREP REVIEW prior to the first testing.
- Students will be required complete the D2L tutorial development modules prior to the second testing.
- If you are not successful on your first attempt at passing the EEAT, you must set up a time to visit with Karla Hamilton to be permitted to retest. Note: You are only required to retest on the part missed (math and/or writing). Students are NOT required to visit with me if they are unsuccessful on their first attempt. It is only after they have failed the second attempt that they are required to make an appointment to create a study plan. After their first attempt, if they are unsuccessful, they must complete the ELE Ed Development course(s) for the section(s) that they did not pass and contact me to clear them to re-test.
- You are to meet with the Karla Hamilton, Assessment Director, and complete a plan of study prior to the third testing. Successful completion of the plan of study must be submitted to the Elementary Education Director of Assessment before taking the third administration of the test
- If you are unsuccessful on the third attempt, you may meet with Ms. Hamilton who will outline the appeal process for you.

Contact / Questions
Karla Hamilton, Assessment Director: Early Childhood Research Center on Raguet Street, 2nd floor, 936.468.1821 or kmhamilton@sfasu.edu.

Texas Certification/Licensing:

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 (date will be given in relevant courses). 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, drivers 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 936-468-1740 or snyderke1@sfasu.edu.