I. Course Description

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

PRE-REQUISITES: None

This course is web-enhanced and meets face-to-face on Mondays, Wednesdays, and Fridays. Computer access is required in order to submit major assignments, access additional content, quizzes, and final exam.

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.
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, XI; 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, biliteracy 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

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

- SLO 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

- ESL SLO 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)
- 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...
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 VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV)
  - ESL SLO 5.1 Assessment - Discussion Board Posting
- ESL 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)
  - SLO 5.2/ESL SLO 5.3 Assessment - Purpose and Benefit of Organization Assignment

- Bloom’s Taxonomy Discussion- Use Verb and Product alignment wheel to critique the level of the ELL Assessment Position Paper

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 ASSIGNMENTS:** (22 points)
- **Syllabus Activity:** Complete syllabus activity by the end of the second class session to obtain a detailed overview of the course. (2 points)
- **ESL Concept Paper** - Candidates will conduct independent research and report on issues surrounding ESL Education and their application to the classroom. Also research key concepts related to English learners and write a 1-page paper using APA guidelines. (10 points)
- **ESL Assessment Position Paper** - Candidates will take a stance on the assessment of second language learners by writing a position paper. (10 points)

**IN-CLASS DISCUSSIONS/ACTIVITIES/PRESENTATIONS:** (will add up to 27 points)
- **Morning Meeting (2 points)** – Introduction
- **The Reading Zone Acronym (2 points)** – The Reading Zone
- **Anchor Charts (2 points)**
- **Reading Workshop T-charts (1 point)**
- **Visual Models and Theories of Reading (2 points)** –
- **Demonstrate ELL Strategies (2 points)**
- **Report on Questions (2 points)**
- **Visual Representation of Purpose & Benefit of Organizations/Website (2 points)**
- **Award Winning Literature (2 points)**
- **Show & Tell Digital Literacy & E-Books (2 points)**
- **Readability Levels, Elmo Demonstrations (2 points)**
- **ELL Assessments (2)**
- **Bloom’s Taxonomy Discussion (1 point)**
- **Final Exam Review Activity (2 points)**
- **Course Evaluation (1 points)**

**QUIZZES:** (will add up to 51 points & may be taken twice for a higher score)
- **Quiz 1 Chapter 1 BLT (1 points)**
- **Quiz 2 The Reading Zone (5 points)**
- **Quiz 3 Reading Workshop (10 points)**
- **Quiz 4 Foundations of ESL (10 points)**
- **Quiz 5 Digital Literacy and E-Books (10 points)**
- **Quiz 6 TEKS System (4 points)**
- **Final Exam (11 points/taken once)**
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.**

- Late assignments will not be accepted.
- Final grade will be lowered, based on absences, tardiness, & inappropriate class behavior. (See Attendance Policy on page 13)

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

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>My Score</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Projects (includes attendance, collaboration, mini-group presentations, &amp; appropriate behavior)</td>
<td>26</td>
<td></td>
<td>Ongoing Jan. 19-May 5, 2016</td>
</tr>
<tr>
<td>Syllabus Activity</td>
<td>2</td>
<td></td>
<td>Jan. 22, 2016</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>1</td>
<td></td>
<td>Jan. 25, 2016</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>5</td>
<td></td>
<td>Feb. 8, 2016</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>10</td>
<td></td>
<td>Feb. 22, 2016</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>10</td>
<td></td>
<td>Mar. 7, 2016</td>
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<tr>
<td>Quiz 5</td>
<td>10</td>
<td></td>
<td>April 11, 2016</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>4</td>
<td></td>
<td>May 2, 2016</td>
</tr>
<tr>
<td>ESL Concept Paper</td>
<td>10</td>
<td></td>
<td>Mar. 31, 2016</td>
</tr>
<tr>
<td>ESL Assessment Position Paper</td>
<td>10</td>
<td></td>
<td>April 24, 2016</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>1</td>
<td></td>
<td>May 5, 2016</td>
</tr>
<tr>
<td>Final Exam</td>
<td>11</td>
<td></td>
<td>****May 12, 2016</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# V. Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Face-to-Face Activities</th>
<th>Homework Assignments-Due Dates</th>
</tr>
</thead>
</table>
| 1    | **PPT Overview:** Syllabus; COE Framework; & Chapter 1: What Should I Know About Language Learners and Language Teaching Settings? *(BLT)*  
**Teamwork:** Name Tent & Syllabus Activity |  
- Read the syllabus & Timeline  
- Read Chapter 1 *(BLT)*, pp. 3-20  
- **Syllabus Activity** Opens Tuesday, Jan. 19 & Closes Friday, Jan. 22, 2016 at 11:30PM.  
- **Quiz 1** *(Chapter 1)*: Opens Friday, Jan. 22 & Closes Monday, Jan. 25, 2016 at 11:30PM. |
| 2    | **PPT Overview:** Creating a Classroom Community; Article: *Systems to Transform Your Classroom; (STEL book)* pp. 367-374  
**Teamwork:** Create Morning Meeting Introduction & Present to class |  
- Read Article: Systems to Transform your Classroom & School  
- Read Strategies for Teaching English-Learners, pp. 367-374 |
| 3    | **PPT Overview:** What is a Literate Environment Module (1st part) – Reading Zone; & *Paying Attention, An Introduction to Slow Reading*  
**Teamwork:** Create Acronyms to represent a Reading Zone & Info from the *Paying Attention* article |  
- Read What is a Literate Environment (1st part)- Reading Zone  
- Read article: *Paying Attention, An Introduction to Slow Reading*  
- **Quiz 2** *(The Reading Zone)*: Opens Friday, Feb. 5, 2016 & Closes Monday, Feb. 8, 2016 at 11:30PM |
| 4    | **PPT Overview:** What is a Literate Environment Module (2nd part) – Anchor Charts; Article, *A Closer Look at Anchor Charts*  
**Teamwork:** Create Anchor Charts to share with the class |  
- Continue reading, What is a Literate Environment (2nd part)- Read article, *A Closer Look at Anchor Charts*  
- Review for Quiz 3 |
| 5    | Students will engage in Reading Workshop and conferring with instructor  
**PPT Overview:** What is a Literate Environment Module (3rd part) – Reading Workshop; Articles: *Reading Workshop – What it Looks Like, Workshop to Inspire Lifelong Readers, Rethinking the Book Box*  |  
- **Continue reading,** What is a Literate Environment (3rd part)- Reading Workshop  
- Read article, Reading Workshop- What it Looks Like  
- Read article, Workshop to Inspire Lifelong Readers |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room for Beliefs</td>
<td><strong>Teamwork:</strong> Create a T-chart compare/contrast how they learned to read with Reading Workshop</td>
<td>Read Article, Rethinking the Book Box</td>
</tr>
</tbody>
</table>
|           | **Teamwork:** Create visual reading model                                                      | Read article, Room for Beliefs  
**Quiz 3** (Reading Workshop): Opens Friday, Feb. 19, 2016 & Closes Monday, Feb. 22, 2016 at 11:30PM |
| 6         | **PPT Overview:** Who Has Influenced Reading Instruction Module (1st part); What is Reading? Article, Looking Back, Looking Forward | Read: Who Has Influenced Reading Instruction (1st Part)  
Read (skim) article, Looking Back, Looking Forward  
Study for next week's quiz. |
| Feb. 23 & Feb. 25 |                                                                                               |                                                                                                 |
|           | **PPT Overview:** Who Has Influenced Reading Instruction Module (2nd part); STEL, pp. 41-42, BLT, pp. 28-29, 33-35, 38-39, 35-37, 41-44 |                                                                                                 |
|           | **Teamwork:** Model selected strategies for the class                                           |                                                                                                 |
| 7         | **PPP Overview of "What Guides Literacy Instruction?"**                                       | **Read:** Strategies for Teaching English-Learners, pp. 41-42  
**Read:** Becoming a Language Teacher, BLT, pp. 28-29, 33-35, 38-39, 35-37, 41-44  
**Quiz 4:** (Who Has Influenced Reading Instruction & Foundations of ESL) Friday, Mar. 4, 2016 & Closes Monday, Mar. 7, 2016 at 11:30PM |
| Mar. 1 & Mar. 3 |                                                                                               |                                                                                                 |
|           | **Teamwork:** Jigsaw Presentation of Position Statements; Report on findings from questions     | **What Guides Literacy Instruction?**  
Read, IRA Multiple Methods to Teach Reading Position Statement  
Read, IRA Supporting Young Adolescents’ Literacy Position Statement  
Read, NCTE Position on Reading  
Read, NCTE Policy Brief on Adolescent Reading  
Begin conducting research on ESL education. |
|           |                                                                                               |                                                                                                 |
| Spring Break |                                                                                               |                                                                                                 |
| 8         | **Teamwork:** Continue reading What Guides Literacy Instruction, conduct research;  
Continue Jigsaw Presentation of Position Statements; Note-taking;  
Access the assigned organizations website and create an overview visual representation of Purpose and Benefit of the Organization |                                                                                                 |
| Mar. 8 & Mar. 10 |                                                                                               | **Read,** LRA Effective Beginning Reading Instruction Policy Brief  
**Read,** LRA Effective Adolescent Literacy Instruction Policy Brief  
**Read,** TESOL Language and Literacy Development for Young ELL’s, STEL book, pp. 7-15  
**Begin conducting research** (ESL Education) |
| 9         | **PPT Overview:** Types of Texts/Part 1 Children’s Books/Author & Illustrator Awards          |                                                                                                 |
| Mar. 22 Easter Holidays (Mar. 24-28 @ 3:59PM) |                                                                                               | **Complete** research (ESL Education)  
1-Page Typed ESL Concept Paper due/Thursday, March 31, 2016 to Dropbox by 11:30 PM. |
<p>| 10        | <strong>Teamwork:</strong> Bring an Award-winning                                                           |                                                                                                 |
| Mar. 29 &amp; Mar. 31 |                                                                                               |                                                                                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
</table>
| 11 April 5 & April 7 | **PPT Overview:** Types of Text (1st part); **Read** article, *Digital Natives, Digital Immigrants*, **Read article**, *Learning with E-Readers in the Classroom*  
**Introduce ELL Position Paper**  
**Teamwork:** Mini-Presentations using Daniel’s Literacy Discussion Roles/Show & Tell about digital literacy & E-Books)  
Read: Review Types of Text PPT (1st part) Locate Awards Books to share in class |
| 12 April 12 & April 14 | **PPT Overview:** Types of Text (2nd part – Readability)  
**Teamwork:** Use Elmo to demonstrate readability levels; Each team will find readability level on a text of their choice.  
Read BLT: Chapter 9, pp. 209-225 |
| 13 April 19 & April 21 | **PPP Overview:** Chapter 9: How Do I Assess Language Learning?  
**Assessment & Position Paper Grading Rubric**  
**Teamwork:** Access websites for the following major ESL assessments: (TOEFL, ACTFL OPI, TOEIC, and the IELTS, Tejas Lee, SOPI) Locate a TEKS to support one skill that is assessed by one of the Major ESL assessments; Begin drafting position paper.  
Read BLT: Chapter 9, pp. 209-225 |
| 14 April 26 & April 28 | **Discussion:** Using the Bloom’s Taxonomy Product Alignment wheel, decide the level of the ESL Assessment Position paper assignment and justify reasoning.  
**Review PPT:** Assessment  
**Read BLT:** Chapter 9, pp. 209-225  
**Quiz 6** (TEKS System) Opens Friday, April 29, 2016 & Closes Monday, May 2, 2016 at 11:30PM  
Complete Online Evaluation – Mandatory!  
By Thursday, May 5, 2016 (11:30PM)  
Each team will create a 10-item review exam for a portion of the content  
By Thursday, May 5, 2016 (11:30PM) |
| 15 May 3 & May 5 | **Discussion:** Using the Bloom’s Taxonomy Product Alignment wheel, decide the level of the ESL Assessment Position paper assignment and justify reasoning.  
**Study for Final Exam**  
By Thursday, May 5, 2016 (11:30PM)  
**Complete Online Evaluation – Mandatory!**  
**By Thursday, May 5, 2016 (11:30PM)** |
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.

## VI. Required Textbooks & Readings:


Adolescent Literacy: A policy research brief. [http://www.ncte.org/about/over/positions/category/literacy/127676.htm](http://www.ncte.org/about/over/positions/category/literacy/127676.htm).


*Position paper on language and literacy development for young English language learners (ages 3-8)*. Available at http://www.tesol.org/docs/pdf/371.pdf?sfvrsn=2


**Recommended Readings**


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**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.**

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**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:**

Attendance is imperative. **On the fifth absence, the student’s grade is lowered by one letter.** On the tenth absence, the student’s final grade is lowered by two letters. Leaving class early will be counted as tardy or absent. **NOTE: Absences are not recorded as excused or unexcused because each student receives four emergency days and/or tardies before the grade is lowered.**

If you participate in and represent our university in an SFA sponsored activity away from campus/class, this type of involvement will be excused. The student must provide documentation from the faculty sponsor.

Every five tardies will equate to a 5-point deduction from the final grade points. For example: - for five tardies and -10 for ten tardies.

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 colleague.

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.

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 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. Please read the complete policy http://www.sfasu.edu/policies/academic_integrity.asp

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 Policy 5.5:
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 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.

**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.

**Five (5) points will be deducted for each act of unacceptable behavior such as using cell phone, talking after the focus tool has sounded, talking during the instructor's lecture and/or talking during student presentations, and/or off-topic discussions during team collaboration.**

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.

**IX. Additional Information:**

**ELEMENTARY EDUCATION ADMISSIONS TEST INFORMATION – THESE PROCEDURES BEGAN 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](https://www.sfasu.edu/judicial/earlyalert.asp)) 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, the next module will be released. When you are ready, take the posttest.
Following are the guidelines for this test:

What

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

When/Where/Cost

- The test is a computer-based administered test given through SFASU Testing Services, 3rd floor in the Rusk 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.

**Additional Websites**

http://www.education.sfasu.edu/ele/classes/abel/admissionstest.html

http://www.sfasu.edu/elementaryed/index.asp

**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.texes.ets.org/registrationBulletin/ <http://www.texes.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.