RDG 320 – LANGUAGE & LITERACY 1
SPRING 2016

Instructor: Dr. Carolyn Abel
Course Time & Location: T/H 215 ECRC
8am (sect 1) 9:30am (sect 2)
Office Hours: TBA on D2L home page
Credits: 3
Email: cabel@sfasu.edu (D2L preferred)

Office: 201-M ECRC
Office Phone: 936-468-2904
Course Pages: http://D2L.sfasu.edu

Prerequisites: RDG 318 (Survey of Reading) and admission to Elementary Education (passed admissions test) is required for EC-6 and 4-8 Elem Ed majors. It is expected you have sufficient computer access and skills to view videos, access your RDG 320 gradebook, complete online practice quizzes, and do the readings in D2L which support our class lectures. Let me know the first week of class if this is a problem for you.

I. Course Description– An examination of the conditions, assessments, and instructional practices that foster emergent literacy development. There is no Live Text assignment in this course.

RDG 320 is an introductory foundational course in early literacy development, assessment, and instruction and is geared toward a general but solid understanding of the early literacy development process. In this course, you will be learning how young children enter into the exciting world of literacy. You will see that this process begins at birth as infants become aware of the sights and sounds around them. Gradually this information becomes organized and meaningful, opening the door to the wonderful world of print.

This is one of several reading courses you will take, covering a range from the emergent copy-cat ‘reader’ to the mature level critical thinking reader who savors, evaluates, and creates with the complex texts s/he reads. As you enter the field practicum phase of the program, your understanding about reading will become even more informed as you apply and adjust what you have learned to support the individual reading journeys of a diverse population of students with a variety of skill levels and needs. Over time, with continued professional experience and reflection, your ability to support young readers in their literacy journey will truly make a difference in the deserving lives of children who will come to depend upon you for their reading success.

When you finish this course, you should be able to answer the following questions:

What is reading?
What are the skills needed for reading?
What are the stages of reading development?
How do I teach it?
How do I test it?
How do I improve it?

This course is aligned with state (TExES) and national (ILA/CAEP) standards for reading professionals, and continually monitors and fully incorporates the latest scientifically based reading research (SBRR). Today’s teachers are accountable. Read about our national duty to Leave No Child Behind (NCLB) www.youtube.com/watch?v=LV7od-RU1Jw and the new Every Student Succeeds Act (ESSA) http://www.ed.gov/essa
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

The Perkins College of Education (PCOE) at Stephen F. Austin State University is committed to the following core values [link to http://coe.sfasu.edu/about-us]

- **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 (PLO) and Student Learning Objectives (SLO) in this course align with this mission of preparing competent professionals, and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood, elementary, and middle level learners in reading acquisition. The Program Learning Objectives are aligned with the Association for Early Childhood International (ACEI), EC6 Content Standards, the Association for Middle Level Education (AMLE), the TExES PPR and 4-8 content standards, International Dyslexia Association (IDA) content standards for teachers of reading (section 1) and TAC Rule 228.30, and the Texas Essential Knowledge and Skills (TEKS) for what Texas students should know and be able to do in English Language Arts and Reading (ELAR). The content and assignments for this course are aligned to these standards, and help provide the foundation needed to successfully complete the remaining reading courses and field experiences in our program. This philosophy, vision, and course alignment help to distinguish SFA graduates from those of other institutions.

**Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO)**

Below are the program (PLO) and course (SLO) expectations for teacher candidates upon completion of RDG 320:

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

In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to:

**SLO 1.1** - understand that literacy develops over time and progresses from emergent to proficient stages. (EC6 Texas ELA ST IV; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I).

**SLO 1.2** - understand how oral language develops and is used to communicate with others (EC6 Texas ELA ST I and IV; 4/8 Texas ELA ST I and II) (EC6 Texas PPR ST I).

**SLO 1.3** - understand receptive and expressive language processing and basic concepts of language systems including phonology, morphology, semantics, syntax, and pragmatics (EC 6 Texas ELA ST I and IV; 4/8 Texas ELA ST I and II) (EC6 Texas PPR ST I).

**SLO 1.4** - understand the essential components of phonological/phonemic awareness (EC6 Texas ELA ST II; 4/8 Texas ELA ST I and II) (EC6 Texas PPR ST I).

**SLO 1.5** - understand the essential components of the alphabetic principle and basic phonics (EC6 Texas ELA ST III and V; 4/8 Texas ELA ST III) (EC6 Texas PPR ST I).

**SLO 1.5.2** – understand how to integrate technology and Apps for teaching the Alphabetic Principle and Phonics (EC6 Texas ELA ST III and V; 4/8 Texas ELA ST III) (EC6 Texas PPR ST I) (ISTE ST II).

**SLO 1.6** - understand the essential components of fluency (EC6 Texas ELA ST VI; 4/8 Texas ELA ST III) (EC6 Texas PPR ST I).

**SLO 1.7** - understand and can support the development of word identification skills and reading vocabulary (EC6 Texas ELA ST V; 4/8 Texas ELA ST III) (EC6 Texas PPR ST I).
SLO 1.8 - understand the essential components of comprehension (EC6 Texas ELA ST VII; 4/8 Texas ELA ST IV). (EC6 Texas PPR ST I).
SLO 1.9 - know a variety of contexts to support the development of young students' listening and speaking skills (EC6 Texas ELA ST I, II, and IV; 4/8 Texas ELA ST I and II). (EC6 Texas PPR ST I).
ESL SLO 1.10 - understand the importance of English language instruction that builds on the first language through listening, speaking, reading and writing processes (ESL SLO 1.2; Texas ESL ST I & III; TESOL 1a, 1b) (EC6 Texas PPR ST I, II)
ESL SLO 1.11 - understand factors that contribute to language development in multilingual learning environments (ESL SLO 2.2; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
ESL SLO 1.12 – understand the importance of developing CALP fluency in all language domains (listening, speaking, reading, writing). (ESL SLO 3.1; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I,II)

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; AMLE 2; InTASC 4).
In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to:
SLO 2.1 – understand a variety of reading methods including: read aloud, shared reading, guided reading, interactive writing, and word study (EC6 Texas ELA ST VII; 4/8 Texas ELA ST IV; EC6 Texas PPR ST I, III).
SLO 2.2 – understand instructional grouping including flexible grouping for implementing reading instruction (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII) (EC6 Texas PPR ST I, III).

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).
In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to:
SLO 3.1 - understand that writing to communicate is a developmental process and are able to provide instruction that helps young learners develop competence in written communication (EC 6 Texas ELA ST VIII; 4/8 Texas ELA ST V) (EC6 Texas PPR ST I, III).
SLO 3.4 - understand essential components of a direct model lesson plan and how to support guided reading and word study lessons incorporating TEKS and LO TEKS (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII) (EC6 Texas PPR ST I, III).

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).
In keeping with the PCOE goals for academic excellence, this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher of English Language Arts in the elementary classroom. Upon completion of this course, teacher candidates are expected to:
SLO 4.1 - understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by TEKS (grade level Texas Essential Knowledge and Skills) for planning instruction (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII) (EC6 Texas PPR ST I).
SLO 4.2 - understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., spelling inventory, DIBELS, Observation Survey, CBM, Running Record, Concepts About Print, tests of Phonological Awareness, Quick Phonics Screener, Fry’s Instant Sight Words, & Oral Retell) and are able to use a variety of literacy strategies to plan and implement instruction for young students based on assessment (Texas ELA ST X; 4/8 Texas ELA ST VIII) (EC6 Texas PPR ST I, III).
SLO 4.3 - know the characteristics of, and are able to support, students with dyslexia (TAC §228.35) (EC6 Texas ELA ST IV and X; 4/8 Texas ELA ST II and VIII) (EC6 Texas PPR ST I, IV). Includes introduction of TAC RULE 228.30 - detection of students with mental or emotional disorders

**COURSE ALIGNMENT CHART**

Below is a chart indicating alignment of skills addressed in RDG 320

- ELA and Reading Generalist EC-6 Content Mastery Standards
- http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
- Original SLOs for this course from department meetings
- IDA (Int'l Dyslexia Association) professional standards for Classroom Educators (2010)
- https://app.box.com/s/k77gltwqawobdyywiwehzoa1pah2 plus inclusion of TAC Rule 228.30
- EC6 and MLG TEKS system course alignment

**KEY**

(assignments/quizzes/exams): LP (lesson plans), SI (spelling inventory), P (progress monitoring CBM), E (essay exam), M (midterm), F (final exam), Q (quizzes), RR (running record), P (post in Discussion Board).

Readings:  H (Hougen book), B (Beck book), M (online D2L modules), CP (course packet)

<table>
<thead>
<tr>
<th>ELA and Reading Generalist EC-6 Standards</th>
<th>SLO / RDG 320 Course Objectives</th>
<th>ELA and Reading Generalist EC-6 Educator Prep Standards</th>
<th>Dyslexia IDA prof's (K) and Skills (S)</th>
<th>Quizzes &amp; Exams</th>
<th>Quizzes &amp; Exams</th>
<th>Asgmt Text Rdgs, Videos D2L Mod's</th>
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</thead>
<tbody>
<tr>
<td>Standard IV – Literacy Development</td>
<td>1.1 – Reading Stages</td>
<td>Taught: 4.1k, 4.2k</td>
<td>A1, A4, A6, A7</td>
<td>E</td>
<td>E</td>
<td>M</td>
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<tr>
<td>Standard I – Oral Language</td>
<td>1.2 – Language Development</td>
<td>Addressed: 1.9k, 1.1s, 1.2s, 1.3s</td>
<td>B2, C4.2, C4.4, C4.5</td>
<td>M</td>
<td>Q, F</td>
<td>H, B, M</td>
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<td></td>
<td>1.3 – Language Basics</td>
<td>Taught: 3.3k, 4.3k</td>
<td>M, Q</td>
<td>Q, F</td>
<td>H, M</td>
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<td>1.9 – Receptive, Expressive Language</td>
<td></td>
<td>Q, F</td>
<td>Q, F</td>
<td>M, H</td>
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<tr>
<td>Standard II – Phonological &amp; Phonemic Awareness</td>
<td>1.4 – Phonemic Awareness</td>
<td>Taught: 2.1k, 2.2k, 2.2s Addressed: 1.1k</td>
<td>A1.1, C1.1, C1.2, C1.3, C1.4</td>
<td>M, Q, E, F</td>
<td>Q, E, F</td>
<td>M, H, CP</td>
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<tr>
<td>Standard III – Alphabetic Principle</td>
<td>1.5 – Alphabetic Principle</td>
<td>Taught: 3.1k, 3.2k, 5.1k</td>
<td>B1, B3, C1.5, C2.1, C2.2</td>
<td>M, Q, F</td>
<td>Q, F</td>
<td>M, H, B, CP</td>
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<td></td>
<td>1.5.2 – Phonics &amp; Technology</td>
<td>C3.7</td>
<td>P</td>
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<tr>
<td>Standard VI – Reading Fluency</td>
<td>1.6 – Fluency</td>
<td>Taught: 5.3k, 5.3s, 6.1k, 6.2k</td>
<td>A1, A2, C3.1, C3.2, C3.4, C3.5, C3.6</td>
<td>E, RR, F</td>
<td>Q, E, F</td>
<td>M, H, B, CP</td>
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<tr>
<td>Standard V – Word Analysis &amp; Decoding</td>
<td>1.7 – Word ID</td>
<td>Taught: 5.2k, 5.1s, 5.2s, 5.4s, 5.5s, 5.6s</td>
<td>A5, B4, B5, B6, C3.3</td>
<td>M, F</td>
<td>Q, F</td>
<td>M, H, B, CP</td>
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<tr>
<td>Standard VIII – Reading Comprehension</td>
<td>1.8 – Comprehension</td>
<td>B7, B8, B11, C4.1, C4.3, C5.1</td>
<td>M, F</td>
<td>Q, F</td>
<td>LP</td>
<td>M, H, CP</td>
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<tr>
<td>Standard I – Oral Language</td>
<td>1.10 – ESL Language L1 to L2</td>
<td>Addressed: 1.3k</td>
<td>Q, F</td>
<td>Q</td>
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<td>1.11 – ESL Language &amp; Environment</td>
<td>Addressed: 1.2k</td>
<td>A3, C1.6</td>
<td>Q, F, E</td>
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<td>Standard VIII – Dev Written Communication</td>
<td>Standard IX – Writing Conventions (Emergent)</td>
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<td>3.1 – Writing Development</td>
<td>Taught: 1.7s</td>
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<td>4.1 Informal Assessment</td>
<td>Taught: 2.3k, 3.4k, 3.1s, 3.2s, 3.3s, 4.9k, 4.9s, 5.8k, 5.7s, 6.3k, 6.6k, 6.7k, 6.1s, 6.3s</td>
<td>D1, D2, D3, D4</td>
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<td>4.2 – Assessment &amp; Instruction</td>
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<td>M, H, B, CP</td>
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<tr>
<td>4.3 – Dyslexia</td>
<td>Includes introduction to TAC 228.30 delays &amp; emotional probl</td>
<td>E1, E2, E3, E4(dyslexia), E5, E6</td>
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<thead>
<tr>
<th>EC6 and MLG TEKS system course alignment</th>
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<tbody>
<tr>
<td>All are introduced and/or developed in this course except Learning Center L Plan, Workshop Plan, Small Group Reading Plan, Content Plan, SE Plan, and Writing Mini-lesson (last column)</td>
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</tbody>
</table>

KEY (assignments/quizzes/exams): LP (lesson plans), SI (spelling inventory), MP (CBM/monitoring progress), E (essay exam), M (midterm), F (final exam), Q (quizzes), RR (running record), P (post in Discussion Board).
Readings: H (Hougen book), B (Beck book), M (online D2L modules), CP (course lecture packet)

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

1007 MAX POINTS
You do not need to access to a ‘real child’ to complete course assignments.
Refer to the CALENDAR for timeline or readings and assignment/quiz DUE dates.

100 points – Spelling Inventory and Lesson Plan aligned with TEKS. You will evaluate a child’s spelling and develop a direct model word study lesson plan to improve that child’s phonics skills (aligned with TEKS and LO TEKS).
Standards 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.1, 3.4, 4.1, 4.2, 4.3
50 points – Running Record Test. You will take a running record of a child’s reading, analyze the miscues, assess the results, and recommend instruction to improve reading.
Standards 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.4, 4.1, 4.2

25 points – Guided Reading Lesson Plan aligned with TEKS – Fluency Focus. You will complete a guided reading lesson plan to support the above-mentioned child’s reading (fluency) skills (aligned with TEKS and LO TEKS).
Standards 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 3.4, 4.1, 4.2

50 points – Guided Reading Lesson Plan aligned with TEKS – Comprehension Focus. You will write a guided reading lesson plan to support a small group of children’s reading comprehension skills. This plan will be modeled for you step-by-step via video and aligned with TEKS and LO TEKS (predict/confirm). Standards 1.1, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.4, 4.1, 4.2

50 points – CBM Progress Monitoring assignment - You will chart, analyze, and reflect on a child’s reading progress.
Standards 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 4.1, 4.2

225 points – Class Attendance, Participation, and Quizzes. You are expected to remember to sign in daily for attendance credit, bring your Lecture Packet daily, and to participate fully and enthusiastically (all technology turned off & out of sight upon entering classroom). Breakdown for this grade: 45 points attendance, 20 points participation, 160 points class quizzes.
Standards – All are covered in weekly individual and group class quizzes.
Standards covered in table activities – 1.4,1.5, 1.6, 1.7, 1.8, 2.1, 3.1, 3.4, 4.2

500 points – Exams There is a midterm and a 2-part final exam which includes an essay and m/c exam.
200 point Midterm, 100 point Essay, 200 point Final.
Standards – All standards are covered in these exams.

7 points – Bonus (AP Post, course evaluation)
Standard 1.5.2

Emergency Situations. Please let me know ASAP when hospitalized or something serious interferes with your ability to progress through this course. For any modifications to be made for extenuating circumstances, official documentation must be provided.

Late Date. There is NONE. While in the past, students were permitted to submit assignments by a designated late date, this has been discontinued because some students rushed through at the end of the course which limited their opportunity for sufficient content mastery.

Late Work. Submit late work immediately upon return to class. Make up missed quiz within a week. LATE ASSIGNMENTS and quizzes/exams will automatically be reduced by one letter grade and must be accompanied with an excuse explaining the good reason for being late; determination to be excused will be made by the course professor. If you are concerned about being late or absent, submit assignments early (and sign the early submission sheet). Note that it will not be graded until the week of the date it is due.

Email. Please put your NAME and SECTION in the SUBJECT area or it may be returned. Example: 320.001-TomJones-SpellingAssignmt or 320.002-SueSmith-Emergency or 320.501-SallyThomas-FeedbackRequest

Do Your Best. Work ahead of time and if uncertain about any assignment, please ASK. Feel free to email an assignment for quick feedback up to a week before it is due but be sure you did your best with it before seeking my comment.

Quizzes. Look at the quiz link to learn more about each quiz. Click onto the link to see more detail but do not click START QUIZ until you are ready to begin. Once you begin a quiz, you must finish it in one sitting. You must also SAVE your work as you go and move your mouse regularly so the quiz will not shut down. Only quizzes given in class count for a grade in this class. All others (online) are for practice and review only.

Technology & Videos. Please test your video capability (or access the free computers across campus) so that you will be able to participate fully: http://www.sfaonline.info/#!supportandtutorials-c1pna http://www.sfaonline.info/#!contact/c1qzt
Minimally you will need Real One player to view most of the videos. It may help to cut/paste the link into a new browser.

Video Link Problem. Send me the actual LINK and tell me where you found it so I may check quickly and get back to you.
Technology Support. Check TECH support link in the D2L content area. Last resort, contact Andra Floyd, 936-468-1919. NOTE: There are many FREE computers for your use across the SFA campus and many new ones in the ECRC 2nd floor resource room (call ahead to check availability, 936 468 2259).

Technology and Texas Teachers. Texas teachers are expected to be able to use, model, and teach technology skills (TA TEKS) to their students http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126a.html

A Live Person on campus. Call 468-4357 (468-HELP) to speak to a real live person that can assist with computer related issues. You may take your computer to the Technical Support Center and have a real live person service it free of charge. Walk in VISIT http://www.sfasu.edu/tsc/ http://www.sfasu.edu/tsc/images/TSCMap3.jpg

Book Purchase. If you are late to purchase your books due to limited financial resources or other obstacles, consider temporarily using the (few) book samples reserved for room use in the Resource Room, 2nd floor ECRC. Call ahead: 936-468-2259. Otherwise, read the D2L content modules and do what you can do. Do NOT allow yourself to fall behind. Course Review Link www.education.sfasu.edu/ELE/CLASSES/ABEL/public501_reading_review.pdf

IV. Evaluation and Assessments (Grading)
Assignments are listed with point value and described in section III above The CALENDAR lists specific DUE dates; see section V below Special Documented Needs – email requests / reminders / concerns

Grading- We are collecting points (not percentages). When you earn: 900 – 1000 (course grade is an A); 800 – 899.9 (B); 700 – 799.9 (C); 600 – 699.9 (D); <600 = F

Professor Judgment. There are intangibles to learning that cannot always be captured objectively. Professional educators, given their education and experience, come to recognize that individual students may understand more or less than “objective criteria” reveal. In this course, your grade may improve if, for example, informal talks outside of class, or perceptive questions and creative answers during class or on exams or assignments, indicate a significantly greater competence and understanding of the material than objectively demonstrated for that particular overall final grade of B, C, D, or F.

Grading Rubrics. Rubrics showing how you will be graded are located in course module 10 where the assignments are discussed. All assignments will be fully explained in class prior to their due dates.

Drop Box section. I prefer that you submit your assignments IN CLASS but in emergency situations, you may submit via Drop Box (course tools) or email. Please remember to “save all documents submitted as” doc, docx, jpg, or pdf. Details for each assignment are discussed in class and in D2L course module 10.

Plan ahead and Save Copies. Technology is unreliable and so is life. Keep copies of all work submitted.

Mid-Semester Grades. Midterm grades will not be posted for RDG 320 (University Policy A-54 only requires this for 100-200 level courses). Because many of the (flexible number of) points you will earn during the first half of the semester are based on readings and retakable quizzes designed to help you learn course material, the number of points you have acquired by mid semester may not accurately predict your grade at the end of the course, particularly because of the assignments and heavily weighted comprehensive final exam given at the end of the term intended to demonstrate mastery of course content learned over the entire semester.

Attendance Policy. READ this carefully; let me know if there are any questions. You MUST remember to sign in daily to receive attendance credit. This grade accounts for 45 points; miss more than 2 classes, and this grade begins to fall rapidly. If you run out of points, your participation grade and then overall grade will be lowered. While you are encouraged to provide official documentation for missed days of class (turn in stapled highlighted packet during final exams to explain), your attendance grade will not change even though this information MAY help with an otherwise “close grade” if all else indicates strong understanding of course content, enthusiastic class participation, etc.
University and department policies require evidence of attendance and participation of all students in all courses. Students must be attending and participating in all courses to qualify for and to receive financial aid. Students reported for non-attendance or non-participation in their courses when census day course rosters are submitted could have their financial aid withdrawn.

V. Tentative Course Timeline/Calendar
All course pages are maintained online in D2L: http://d2l.sfasu.edu
Follow the timeline/calendar and D2L course modules closely and COME TO CLASS and you should do well in this course

<table>
<thead>
<tr>
<th>Read THIS WEEK</th>
<th>DUE THIS WEEK</th>
<th>ACTIONS DUE THIS WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Log on to D2L <a href="http://d2l.sfasu.edu">HTTP://D2L.SFASU.EDU</a></td>
<td>Check off as you complete them:</td>
</tr>
<tr>
<td>READ:</td>
<td></td>
<td><em>POST HELLO</em> in Discussions (course tools)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>TAKE Pre-Test Survey QUIZ</em> (course tools, quizzes)</td>
</tr>
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<td></td>
<td></td>
<td><em>TAKE SURVEY</em> (look up to right, click Other Resources)</td>
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<tr>
<td></td>
<td></td>
<td><em>READ Syllabus</em></td>
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<td></td>
<td></td>
<td><em>Purchase 2 books &amp; Lecture Packet</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.education.sfasu.edu/ele/classes/abel/ELE520.html">http://www.education.sfasu.edu/ele/classes/abel/ELE520.html</a></td>
</tr>
<tr>
<td></td>
<td>Where are the modules? D2L home page, look to top of page and click: CONTENT and you will see the learning modules listed on left (Click Table of Contents and you will see them ALL listed below).</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Read Module 1 - Building Blocks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Module 2: SBRR Skills for Reading</td>
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<tr>
<td></td>
<td>REMEMBER TO SIGN IN DAILY TO RECEIVE ATTENDANCE POINTS</td>
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<tr>
<td></td>
<td>NO technology visible in Abel’s classes.</td>
<td></td>
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<tr>
<td></td>
<td>NO food or beverages permitted except WATER.</td>
<td></td>
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<tr>
<td></td>
<td>TUE JAN 26, QUIZ 1 in class</td>
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<tr>
<td></td>
<td>On syllabus and D2L Module 1</td>
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<tr>
<td></td>
<td>Quiz covers syllabus, reading building blocks, class notes</td>
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<tr>
<td></td>
<td>Individual quiz first, then table group quiz</td>
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<tr>
<td></td>
<td>BRING 882 ES scantron and #2 pencil every TUE</td>
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<tr>
<td></td>
<td>BRING LECTURE PACKET TO CLASS daily</td>
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<tr>
<td>WEEK 3</td>
<td>Read Module 3: Teaching Philosophies, Spelling</td>
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<td></td>
<td>Read Module 4: Levels &amp; Stages of Reading</td>
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<td></td>
<td>TUE FEB 2, class QUIZ 2</td>
<td></td>
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<tr>
<td></td>
<td>On Modules 2 &amp; 3</td>
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<tr>
<td></td>
<td>Quiz covers SBRR “big 5” basic reading skills, models for teaching reading, Phonological awareness, at risk, personalized learning, language dev, TEKS, STAAR, LO</td>
<td></td>
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<tr>
<td></td>
<td>TEKS, TA TEKS, CCRS, NCLB, Common Core, class notes</td>
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<tr>
<td>WEEK 4</td>
<td>Read BECK book, chapter 1, Situating Phonics Instruction</td>
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<td>BEGIN READING Module 5 which covers all of the chapters in our textbook by Hougen &amp; Smartt</td>
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<tr>
<td></td>
<td>This week, focus on Chap.1, pp.8-15; Ch.2 p.18-27</td>
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<td></td>
<td>TUE FEB 9 class QUIZ 3</td>
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<td></td>
<td>Review quiz tips back of lecture packet, p. 179-80.</td>
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<tr>
<td></td>
<td>Quiz on RTI, Ph Awareness, Time on Task, FERPA law</td>
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<tr>
<td>WEEK 5</td>
<td>Keep reading your Hougen Book and following the tips in D2L Module 5.</td>
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<tr>
<td></td>
<td>Happy Valentine's Day!</td>
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<tr>
<td></td>
<td>PRACTICE PHONICS</td>
<td></td>
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<tr>
<td></td>
<td>DO NOT SUBMIT TO DOYLE <a href="http://english.glendale.cc.ca.us/phonics.html">http://english.glendale.cc.ca.us/phonics.html</a></td>
<td></td>
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<tr>
<td></td>
<td>TUE FEB 16 class QUIZ 4</td>
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<tr>
<td>WEEK 6</td>
<td>Continue review and try the practice quiz in D2L <a href="http://english.glendale.cc.ca.us/phonics.html">http://english.glendale.cc.ca.us/phonics.html</a></td>
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<tr>
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<td>TUE FEB 23 class QUIZ 5</td>
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<td></td>
<td>On Phonics and class lectures. Review Packet p.183-4</td>
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<tr>
<td>WEEK 7</td>
<td>Finish reading module 5 and your textbook by Hougen &amp; Smartt</td>
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<td>TUE MAR 1 QUIZ 6 – Hougen chap 6 and 8, invented spelling, text types, fluency benchmarks, lexiile levels, Matthew Effect, phonics and word ID, class lectures / Review Packet p. 185-6</td>
<td></td>
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<tr>
<td></td>
<td>DUE by MAR 3: POST Technology Phonics AP</td>
<td></td>
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</tbody>
</table>
| WEEK 8 | Read Module 7 – teaching strategies  
View Sheila Owens video  
Complete module 8 on assessment  
Reflect on PAC video link (comprehension) | TUE MAR 8 class QUIZ 7  
On Hougen book, Chap 9-17 – Vocabulary  
Also covers 4th grade slump, various word study activities, morphemes, lexiles, text types, invented spelling  
Review Packet pages 187-9  
MIDTERM REVIEW ON MAR 10 |
| WEEK 9 | THIS WEEK Read Module 9 – diversity, dyslexia, behavioral concerns, differentiating instruction | TUE MAR 22: MIDTERM  
No class March 24 (Easter)  
Covers all lectures to date. M/C exam in class. Bring scantron |
| WEEK 10 | Read about TESTING SPELLING & writing word study lesson plans, module 10 in D2L | TUE MAR 29 class QUIZ 8  
Review Packet p148-163, 190-2  
Quiz 8 covers dyslexia, at risk, ESL, shared reading interactive writing, Read Aloud, Assessment, Spelling, benchmarks  
ASSIGNMENT: DUE THUR MAR 31  
SPELLING Chart & WS Lesson Plan  
INSTRUCTIONS: Module 10  
COMPLETED AND SUBMITTED IN CLASS FOR A GRADE |
| WEEK 11 | Read about Monitoring Progress using CBM in Module 10. Complete CBM assignment on your own or with partner. | ASSIGNMENT: DUE THU APR 7 – CBM  
Progress Monitoring  
INSTRUCTIONS: Module 10.  
May partner. IF SO, SUBMIT ONE in class with both names |
| WEEK 12 | We have been practicing running records in class for some time. Carefully read module 10 on running records if you missed too many classes or need a review. See also packet p103-123 | THUR APR 14  
RUNNING RECORD TEST  
TODAY IN CLASS  
Notes permitted |
| WEEK 13 | Course Evaluation Instructions are in Titan/Jacks email letter from Dean or find it in MySFA  
NOTE: Faculty do not control when this opens & closes so pay attention if you want these bonus points; all responses strictly confidential | ASSIGNMENT: DUE TUE APR 19  
GR Lesson Plan – Readers’ Theater - Fluency Plan  
Explained & COMPLETED in class  
INSTRUCTIONS: Module 10.  
INTRODUCED – THUR APR 21 - GR Lesson Plan – SUPER KIDS – Comprehension Plan  
Explained in class: INSTRUCTIONS: Module 10. Complete on your own and submit in class next week. May partner. IF SO, SUBMIT ONE, both names  
SOON – COMPLETE course evaluation (see left)  
SOON - Check GRADES and let me know if any grades are missing or inaccurate. Participation grade will be entered soon. |
### WEEK 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUE APR 26</td>
<td>REVIEW in class for ESSAY test on HOW TO TEACH a CHILD TO READ.</td>
</tr>
<tr>
<td>DUE THUR APR 28</td>
<td>GR Lesson Plan</td>
</tr>
</tbody>
</table>

### WEEK 15

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUE MAY 3</td>
<td>ESSAY EXAM Written in class. Prompt: How to teach a child to read. Bring empty blue booklet I must sign before you begin writing.</td>
</tr>
<tr>
<td>THUR MAY 5</td>
<td>REVIEW FOR FINAL EXAM</td>
</tr>
</tbody>
</table>

### WEEK 16

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUE May 10</td>
<td>FINAL EXAMS THIS WEEK</td>
</tr>
<tr>
<td>THU May 12</td>
<td>TUE May 10 – 8-10am section 1</td>
</tr>
<tr>
<td></td>
<td>THU May 12 – 8-10am section 2</td>
</tr>
</tbody>
</table>

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SFA ACADEMIC CALENDAR [https://orion.sfasu.edu/calendars/](https://orion.sfasu.edu/calendars/)
SFA FINAL EXAM schedule [http://www.sfasu.edu/registrar/144.asp](http://www.sfasu.edu/registrar/144.asp)

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**VI. Readings / Required**


This newest 2013 2nd edition integrates the Common Core standards

**Course Lecture Packet** for SPRING 2016. Purchase at SFA book store and bring to class daily.

**Required for ALL Elem Ed majors** [We will read chapters 1, 6 (to page 153), 7 (to page 182), and chapter 10]: "Strategies for Teaching English Language Learners" (our STELL book) by Lynne T. Diaz-Rico, published by Pearson 2013 third edition ISBN 13: 978-0-13-268518-4. We will also read a few pages from the Horwitz book, Becoming a Language Teacher

**NOTE:** If short on funds this semester, you will not need these texts to pass this course, as sufficient information is shared in D2L for our needs.

**Recommended:**


**Other information included in the course modules:**

- TPRI [https://www.tpri.org/about/what-is-the-tpri.html](https://www.tpri.org/about/what-is-the-tpri.html)
- SEDL, Reading Research Evidence [https://www.sedl.org/reading/framework/research.html](https://www.sedl.org/reading/framework/research.html)
- Scientifically Based Reading Research [http://reading.uoregon.edu/big_ideas/](http://reading.uoregon.edu/big_ideas/)

**Recommended FREE online:**

- Link Location: [https://www.nichd.nih.gov/publications/Pages/pubs.aspx](https://www.nichd.nih.gov/publications/Pages/pubs.aspx)
- Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
VII. Course Evaluations
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate. The PCOE faculty is committed to excellence in teaching and continued improvement and your response is critical. Once you complete this evaluation, please be patient for your points to appear in your grade book. Faculty are not able to see these evaluation marks until after the course is finished and grades are turned in. Faculty are NEVER able to associate a student’s name with any of these evaluation marks; it is kept strictly confidential.

VIII. Student Ethics and Other Policy Information
Billing; Financial Aid; Register / Drop Classes http://degree.sfasu.edu/faqas.aspx
If you are late to purchase your books due to limited financial resources or other obstacles, consider using the (few) book samples reserved in the Resource Room, 2nd floor ECRC if you can come to the SFA campus.

AARC – Student Support. If you are experiencing difficulty with “Academic English” and/or conventions of writing http://www.youtube.com/watch?v=SZsGFnoeQ-U you may seek assistance at our award-winning campus Academic Assistance and Resource Center (AARC) first floor in Library / 936-468-4108 http://library.sfasu.edu/aarc Take every opportunity to use online supports and/or email me ahead of a due date for feedback on a particular assignment, if concerned. Some ideas are provided in LINKS (D2L).

Students with Disabilities. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004/1004 (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/ PLEASE NOTE: the ODS does not reveal your disability to professors (confidentiality issue) so it might be prudent to discuss your particular needs in person to receive the best accommodations possible. Equally, if at some point during the semester, you feel your needs are not being met, it is up to YOU to let the professor know via email ASAP. Re videos, scripts are available; just ask.

Academic Integrity. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Turnitin may be used to detect plagiarism on submitted work for this course http://turnitin.com/

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

If you have trouble completing an assignment in any course or fall behind, I want to help. Sometimes simply discussing how to go about writing papers or where to go for help can set you on the right track. I believe for the most part that students will NOT cheat if they know HOW to do what is asked of them. Please do not jeopardize your future; let’s talk.

Withdrawn Grades Semester Grades Policy (A-54). Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior. There is a participation grade for this course. Minimally, this includes on-time daily attendance (you must remember to sign in for credit), professional and enthusiastic contribution and participation during class time, bringing your lecture packet to class daily, prepared for and full contribution during table activities, and NO technology in view upon entering the classroom (e.g., No cells or computers visible unless you make special request and receive permission via D2L). Time on task is important in the classroom when you teach and it is important in my classroom, as well. When you enter, there are readings and activities for you to consider until class officially begins. It is NOT a time to catch up on other classes.

Classroom behavior must 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 or distracting 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. There is a participation grade for this course. Minimally, this includes on-time daily attendance (you must remember to sign in for credit), professional and enthusiastic contribution and participation during class time, bringing your lecture packet to class daily, prepared for and full contribution during table activities, and NO technology in view upon entering the classroom (e.g., No cells or computers visible unless you make special request and receive permission via D2L). Time on task is important in the classroom when you teach and it is important in my classroom, as well. When you enter, there are readings and activities for you to consider until class officially begins. It is NOT a time to catch up on other classes. Classroom behavior must 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 or distracting 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. There is a participation grade for this course. Minimally, this includes on-time daily attendance (you must remember to sign in for credit), professional and enthusiastic contribution and participation during class time, bringing your lecture packet to class daily, prepared for and full contribution during table activities, and NO technology in view upon entering the classroom (e.g., No cells or computers visible unless you make special request and receive permission via D2L). Time on task is important in the classroom when you teach and it is important in my classroom, as well. When you enter, there are readings and activities for you to consider until class officially begins. It is NOT a time to catch up on other classes. Classroom behavior must 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 or distracting 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 considered appropriate/inappropriate in the classroom. Students who do not attend class regularly (face to face or virtually) or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources and other assistance that is available to help SFA students succeed.

IX. Other Relevant Course Information

SFA Links, Policies, DEADLINES, SFA Calendar.  http://www.sfasu.edu/registrar/194.asp  http://www.sfasu.edu/52.asp  http://www.sfasu.edu/297.asp  This includes registration/withdraw dates, SFA calendar, financial aid, testing info, campus map, course info, student services, book store, student employment, etc.

Have a Question?  http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu
Advising.  http://www.sfasu.edu/coeadvising/

Don’t wait. Get advised TODAY and beat the rush for NEXT SEMESTER!

X. Looking Ahead

Elementary Ed Majors – Admission to Teacher Education / Teacher Certification.  Requires 2.75 GPA.  Students must maintain this GPA during the remainder of the course work. If the GPA falls below the required GPA during the intern courses or student teaching, students will be dropped from professional education courses. This is NOT the same as Admission to Elementary Ed (admissions test YOU passed)  http://www.education.sfasu.edu/ele/classes/abel/admissionstest.html
Undergraduate Teacher Certification. The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand these policies and procedures http://www.sfasu.edu/73.asp  http://www.sfasu.edu/coeadvising/266.asp http://www.sfasu.edu/785.asp

Just prior to graduation. To become a “certified teacher” in the state of Texas, all candidates must pass 2 state certification exams (one content & one pedagogy). You may read about these exams and how to prepare for them by visiting the following link (scroll down to bottom of page) http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/ For example: EC-6 majors take test #191 (for their content). 4-8 “generalist” majors take #111 (content for their area) and Math 4-8 majors take test # 115 (math content). Notice for the EC-6 majors, that nearly a third of that test involves what is being taught in this RDG 320 course so make this course a priority and “save your notes!” All education majors must take the pedagogy test (PPR) which is test #160. Note: Both the PPR and content exams must be passed before SFA teacher candidates are permitted to student teach. Because SFA infuses ESL information into all courses, you may also wish to earn the ESL certificate (#193). Other links http://www.texas.ets.org/prepMaterials/ http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/

To complete Certification/Licensing Requirements in Texas related to public education, you must:

1. Undergo criminal background checks and fingerprinting 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. 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 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 a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText (LT) in Future Classes. Future courses will collect assessments for students who are PCOE majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the PCOE, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. There are NO Live Text assignments for this course, but if you have questions in the future about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu