Department of Elementary Education
RDG 320.501 – LANGUAGE & LITERACY 1
SPRING 2016

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

Course Time & Location: WEB
Office Hours: TBA on D2L home page
Credits: 3
Email: cabel@sfasu.edu (D2L preferred)

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, complete online quizzes, and participate fully and independently in our D2L online course. Let me know the first week of class if any of this is a problem for you.

SFA Online http://www.sfaonline.info/
Tech Support, browser settings, & free software: 936-468-4357 or x1919 http://www.sfaonline.info/#!supportandtutorials-c1pna

I. Course Description– An examination of the conditions, assessments, and instructional practices that foster emergent literacy development.

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 web-based 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 what 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 (IRA/NCATE) teaching standards for teachers of reading, 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/esea
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 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/](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/k77gltlwqawodbdvywiwehzoa1pah2](https://app.box.com/s/k77gltlwqawodbdvywiwehzoa1pah2) plus introduction of TAC 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 Specific knowledge (K) and Skills (S)</th>
<th>Dyslexia IDA prof'sl standards Sect,1 Content</th>
<th>Quizzes &amp; Exams Face 2Face Classes Online Course</th>
<th>Asgmt Text Rdgs, Videos D2L Mod's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard IV – Literacy Development</td>
<td>1.1 – Reading Stages Taught: 4.1k, 4.2k</td>
<td>A1, A4, A6, A7 E E M</td>
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<tr>
<td>Standard I – Oral Language</td>
<td>1.2 – Language Development Addressed: 1.9k, 1.1s, 1.2s, 1.3s</td>
<td>B2, C4.2, C4.4, C4.5 M, Q, F Q, F H, B, M</td>
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<td></td>
<td>1.3 – Language Basics Taught: 3.3k, 4.3k</td>
<td>M, Q Q, F H, M</td>
<td></td>
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<td></td>
<td>1.9 – Receptive, Expressive Language</td>
<td>Q, F Q, F M, H</td>
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<tr>
<td>Standard II – Phonological &amp; Phonemic Awareness</td>
<td>1.4 – Phonemic Awareness Taught: 2.1k, 2.2k, 2.2s Addressed: 1.1k</td>
<td>A1.1, C1.1, C1.2, C1.3, C1.4 M, Q, E, F Q, E, F M, H, CP</td>
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<tr>
<td>Standard III – Alphabetic Principle</td>
<td>1.5 – Alphabetic Principle Taught: 3.1k, 3.2k, 5.1k</td>
<td>B1, B3, C1.5, C2.1, C2.2 M, Q, F Q, F SI, LP M, H, B, CP</td>
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<td></td>
<td>1.5.2 – Phonics &amp; Technology</td>
<td>C3.7</td>
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<tr>
<td>Standard VI – Reading Fluency</td>
<td>1.6 – Fluency Taught: 5.3k, 5.3s, 6.1k, 6.2k</td>
<td>A1, A2, C3.1, C3.2, C3.4, C3.5, C3.6 E, RR, F Q, E, F RR, LP M, H, B, CP</td>
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<tr>
<td>Standard V – Word Analysis &amp; Decoding</td>
<td>1.7 – Word ID Taught: 5.2k, 5.1s, 5.2s, 5.4s, 5.5s, 5.6s</td>
<td>A5, B4, B5, B6, C3.3 M, F Q, F RR, LP 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 M, F Q, F LP M, H, CP</td>
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<tr>
<td>Standard I – Oral Language</td>
<td>1.10 – ESL Language L1 to L2 Addressed: 1.3k</td>
<td>E P M</td>
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<td>1.11 – ESL Language &amp; Environment</td>
<td>A3, C1.6 Q, F, E Q M</td>
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</table>
### III. Course Assignments, Activities, Instructional Strategies, use of Technology

**1010 MAX POINTS**

You do not need to access to a ‘real child’ to complete these assignments. Refer to the CALENDAR timeline and DUE dates.

**100 points – Spelling Inventory and Lesson Plan.** 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).

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

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<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Taught</th>
<th>Addressed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.12 – ESL</td>
<td>Language to CALP</td>
<td>5.4k</td>
<td>1.4s, 4.1s</td>
<td>Q, F, Q, M</td>
</tr>
<tr>
<td>2.1 – Reading Strategies</td>
<td>Taught: 4.6k, 5.5k, 5.6k, 5.7k, 5.9k, 6.4k, 6.5k, 6.2s, 6.6s</td>
<td>Q, M, F, E, Q, E, F</td>
<td>RR, LP, M, H, B, CP</td>
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<tr>
<td>2.2 – Flexible Grouping</td>
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<td>Q, Q</td>
<td>Q, M</td>
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<td>Standard VIII – Dev Written Communication</td>
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<td>Standard IX – Writing Conventions (Emergent)</td>
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<tr>
<td>Standard X – Assessment &amp; Instruction of Developing Literacy</td>
<td>Taught: 1.7s</td>
<td>C2.4</td>
<td>LP, M, H, B</td>
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<tr>
<td>3.4 – Lesson Plan (WS, GR)</td>
<td>TEKS / LOTEKS</td>
<td>D1, D2, D3, D4</td>
<td>Q, F, F</td>
<td>RR, SI, LP, M, H, B, CP</td>
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<tr>
<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>Q, E, F</td>
<td>Q, E, F, MP, M, H, CP</td>
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<tr>
<td>4.2 – Assessment &amp; Instruction</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>
<td>Others are listed above in this column</td>
<td>Q, E, F, Q, E, F, LP, M, H, CP</td>
</tr>
<tr>
<td>EC6 and MLG TEKS system course alignment</td>
<td>All are introduced and/or developed in this course except Learning Center L Plan, Workshop Plan, Small Group Reading Plan, Content Plan, 5E Plan, and Writing Mini lesson (last column)</td>
<td>Addressed: 1.4s</td>
<td>Q, M, E, F, E, F, LP, M, H, CP</td>
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</tr>
</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 packet for Face to Face version of this course).
100 points – Running Record Assessment. Take your time with this one. You will take a running record of a child’s audio taped reading and retell, analyze the miscues, assess the results, and write a report recommending 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

50 points – Guided Reading Lesson Plan – Fluency Focus. You will complete a guided reading lesson plan to support the above-mentioned child’s reading (fluency) skills (aligned with 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 – 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 (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. Using a scenario format, you will chart & monitor a child’s progress, analyze changes, and make recommendations to improve reading skills. Standards 1.5, 1.6, 1.7, 2.1, 2.2, 4.2, 4.3

200 points – Quizzes. You will take RETAKABLE online quizzes in D2L to reinforce content learned in this course. Quizzes include Phonemic Awareness, Phonics, Chapter Quizzes on Text Readings, Video Quiz, ESL Quiz, and Dyslexia Quiz. Standards – All are covered

450 points – Final Exam This 2-PART final exam includes a m/c final exam (250 points) that is comprehensive and covers all we have been learning, PLUS it includes an ESSAY exam (200 points) on “how to teach a child to read” and how to support dyslexic and ESL readers. There is a review in the D2L Content section and a practice quiz to help you do well on this 2-part final exam. Check the links for availability dates. Standards – All are covered

10 points – Bonus (AP Post 2 pts, course evaluation 5 pts, Hello post, Survey, Pre-Test Quiz) Standard (post) 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 and Late Date. LATE ASSIGNMENTS will be accepted within a week of the due date with a letter grade reduction. QUIZZES MAY NOT BE LATE so check the quiz link to learn dates quizzes are available. If you are concerned about being late, submit assignments & quizzes early. 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: 320.501-TomJones-SpellingAssignmt or 320.501-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 a week before it is due but be sure it is a final copy and not a draft or sloppy copy.

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. Check the check for availability DATES & times. Quizzes are retakable so begin taking them early. D2L course maintenance http://www.sfasu.edu/its/ and life’s inconvenient surprises may interfere with your completion at the very last minute!

Technology & Videos. Please test your video capability now so that you will be ready to begin on day one: http://www.sfaonline.info/#/supportandtutorials/c1pna http://www.sfaonline.info/#/contact/c1gzt 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.

Technology and Texas Teachers. Texas teachers are expected to be able to use, model, and teach technology skills (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. If you live near campus or are visiting, you may take your computer to the Technical Support Center and have a real live person service it free of charge. Walk in on campus [link](http://www.sfasu.edu/tsc/) [file](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 if you are able to travel to the SFA campus (next to office / 936-468-2259). Otherwise, read the content modules and DO NOT allow yourself to fall behind. Course Review Link [link](http://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 Document 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 Area. You will submit all assignments in the Drop Box area. Please remember to “save all documents submitted as” doc, docx, jpg, or pdf. Details for each assignment are discussed in D2L course module 10.

Plan ahead and Save Copies. Technology is unreliable and so is life; plan and complete work ahead of time. 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. 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. This includes ONLINE courses.

While this class meets online and some flexibility is offered, students are expected to check in minimally several times per week. Your progress and visits are tracked and monitored closely. Candidates, who fall behind and complete much of the coursework late, may see their overall grade lowered. Flexibility in this course is not an invitation to cram learning. Please work ahead to avoid problems and to maximize your potential for learning in this class.
V. Tentative Course Timeline/Calendar

Follow the timeline/calendar and D2L course modules closely and you should do well in this course.

LATE assignments – Accepted up to a week late with letter grade reduction in points.

Quizzes may not be completed after DUE DATE; check quiz link.

WORK AHEAD – You may submit assignments and take quizzes early (Submit in Drop Box)

<table>
<thead>
<tr>
<th>Month 1</th>
<th>READ this week</th>
<th>CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST WEEK</td>
<td></td>
<td>DUE BY 2nd day of class (1 point each)</td>
</tr>
<tr>
<td>Classes begin</td>
<td>In D2L</td>
<td>POST HELLO in Discussions</td>
</tr>
<tr>
<td>Jan 19</td>
<td>READ: PAGE ONE</td>
<td>TAKE Pre-Test Survey QUIZ</td>
</tr>
<tr>
<td></td>
<td>Syllabus – Calendar – Assignments</td>
<td>TAKE SURVEY (look up, to right)</td>
</tr>
<tr>
<td></td>
<td>Step by Step</td>
<td>THESE ARE BONUS POINTS; if you register late, you miss</td>
</tr>
<tr>
<td></td>
<td>Read Module 1 - Building Blocks</td>
<td>the points but you are expected to complete these regardless</td>
</tr>
<tr>
<td></td>
<td>Where are the modules? Keep reading D2L page by</td>
<td>READ Syllabus</td>
</tr>
<tr>
<td></td>
<td>page or look above and click: CONTENT and you</td>
<td>Purchase 2 books</td>
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<tr>
<td></td>
<td>will see the learning modules listed on left (Click</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>Table of Contents, click Learning Modules, and you</td>
<td></td>
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<tr>
<td></td>
<td>will see them all numbered below).</td>
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<tr>
<td>WEEK OF JAN 24</td>
<td>Read Module 2: Skills for Reading</td>
<td>COMPLETE BY midweek</td>
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<tr>
<td></td>
<td>Read Module 3: Teaching Approaches</td>
<td>Module 1</td>
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<td></td>
<td>Read Module 4: Levels &amp; Stages</td>
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<tr>
<td></td>
<td>Read chapter 1, Beck Phonics Book</td>
<td>COMPLETE BY midweek</td>
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<tr>
<td>WEEK OF JAN 31</td>
<td>BEGIN READING Module 5 re the chapters in our</td>
<td>Modules 2 &amp; 3</td>
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<td></td>
<td>textbook by Hougen &amp; Smartt / Chap.1, pp.8-15;</td>
<td>COMPLETE BY end of week</td>
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<tr>
<td></td>
<td>Chap.2 p.18-27</td>
<td>Module 4</td>
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<tr>
<td></td>
<td>Module 5 will direct your reading and provide QUIZ</td>
<td>Beck &amp; Beck book, chapter 1</td>
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<tr>
<td></td>
<td>HINTS for the retakable quizzes.</td>
<td></td>
</tr>
<tr>
<td>WEEK OF FEB 7</td>
<td>Basic Phonics Review – visit often</td>
<td>NOTE: Book Chapter Quizzes are retakable and refer to</td>
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<tr>
<td></td>
<td><a href="http://english.glendale.cc.ca.us/phonics.html">http://english.glendale.cc.ca.us/phonics.html</a></td>
<td>chapter readings in your text by Hougen &amp; Smartt; read the</td>
</tr>
<tr>
<td></td>
<td>NOTICE QUIZZES HAVE DUE DATES.</td>
<td>quiz LINK to learn more. HINTS in Module 5 will direct your</td>
</tr>
<tr>
<td></td>
<td>However, they are retakable. You should read this</td>
<td>focus and help you pass the quizzes</td>
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<tr>
<td></td>
<td>info well ahead of time so you will have time to</td>
<td>D2L scheduled maintenance <a href="http://www.sfasu.edu/its/">http://www.sfasu.edu/its/</a></td>
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<tr>
<td></td>
<td>digest info and retake quizzes to maximize points.</td>
<td>DUE SAT FEB 13</td>
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<tr>
<td></td>
<td>DUE DATES are the dates these quizzes will shut</td>
<td>Chap 1 quiz – Effective Teaching</td>
</tr>
<tr>
<td></td>
<td>down. Look at the quiz LINK to be certain of</td>
<td>DUE SUN FEB 14</td>
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<tr>
<td></td>
<td>dates/times they are available to you.</td>
<td>Chap 2 quiz – SBRR</td>
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<tr>
<td>WEEK OF FEB 14</td>
<td>Finish reading module 5 and your textbook by H &amp;</td>
<td>DUE SAT FEB 20</td>
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<td></td>
<td>Smartt</td>
<td>Chap 3 Quiz – Language Development</td>
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<td></td>
<td></td>
<td>DUE SUN FEB 21</td>
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<td></td>
<td>Phonemic Awareness Quiz</td>
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<tr>
<td>WEEK OF FEB 21</td>
<td>Read Module 7 – teaching strategies</td>
<td>DUE SAT FEB 27</td>
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<tr>
<td></td>
<td>View Sheila Owens video linked here in preparation</td>
<td>Phonics Quiz</td>
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<tr>
<td></td>
<td>for Video quiz</td>
<td>DUE SUN FEB 28</td>
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<td></td>
<td>Complete module 8 - assessment Reflect on PAC</td>
<td>POST Technology Phonics AP</td>
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<td></td>
<td>video link (comprehension)</td>
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<tr>
<td>WEEK OF FEB 28</td>
<td>Read Module 9 – diversity and differentiating</td>
<td>DUE SAT MAR 5</td>
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<tr>
<td></td>
<td>instruction to prepare for ESL and Dyslexia quizzes</td>
<td>Chap 8 quiz – Fluency</td>
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<td>DUE SUN MAR 6</td>
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<td>Chap 9-17 quiz – Vocabulary</td>
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<td>OPTIONAL POST - IF interested, use Discussions to post</td>
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<td>request for partner, don’t feel bad if no response as many have</td>
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<tr>
<td></td>
<td></td>
<td>tight schedules with no time to partner.</td>
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<tr>
<td>WEEK OF MAR 6</td>
<td>THESE ARE ONLY DUE DATES</td>
<td>DUE FRI MAR 11</td>
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<tr>
<td></td>
<td>WORK AHEAD on these; they are retakable!</td>
<td>DYSLEXIA Quiz</td>
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<td></td>
<td></td>
<td>DUE SAT MAR 12</td>
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<tr>
<td></td>
<td></td>
<td>VIDEO Quiz (Sheila Owens’ teaching strategies / module 7</td>
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<tr>
<td></td>
<td></td>
<td>DUE SUN MAR 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL Quiz</td>
</tr>
</tbody>
</table>
### WEEK OF MAR 13
Finish Book “Making Sense of Phonics” by Beck & Beck, pages 14-147. Understand how to use this book to inform instruction for the upcoming spelling assignment (word study lesson plan)

BEGIN ASSIGNMENTS, MODULE 10

--------SPRING BREAK--------

If you decide to take this week off, plan ahead to complete this week’s readings (left) a week ahead of schedule.

### WEEK OF MAR 20
Read about CBM for next week’s assignment, Module 10 (progress monitoring)

EASTER WEEKEND COMING

### WEEK OF MAR 27

Warning: Carefully read about the assessment called running records; take your time with the RR assignment due next. There are NO shortcuts with this one.

### WEEK OF APR 3

Working on running record assignment….

### WEEK OF APR 10

### WEEK OF APR 17

DUE – SAT APR 23 - GR Lesson Plan – Readers’ Theater - Fluency Plan
May partner with this one / IF YOU DO, submit ONE document with BOTH names on the paper AND on the name of the document you submit. USE Discussions to post interest in partnering.

INSTRUCTIONS: Module 10

### WEEK OF APR 24

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

READ Module 10 - Final Exam Prep

### WEEK OF MAY 1
Click onto exam link to see availability dates

DUE by May 4 FINAL ESSAY EXAM – 200 points (short answer & essay)

### WEEK OF MAY 8
Click onto exam link to see availability dates

DUE by May 11 FINAL M/C EXAM – 150 points (comprehensive)

Click “other resources” LINKS to good reading material while you wait for grading to be completed.

### VI. Readings / Required and Recommended

2 Required Texts:


This newest 2013 2nd edition integrates Texas state plus Common Core standards.
ESL BOOKS - 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

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

Required Text Updates: http://www.education.sfasu.edu/ele/classes/abel/ele520.html

You may order books at the SFA online book store or through Amazon.com or other: http://sfasu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=19555

Recommended / completely optional


Other information included in the course modules:

TEKS http://tea.texas.gov/index2.aspx?id=6148
TA TEKS http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html
TEKS Standards Resource Link http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102899
TPRI https://www.tpri.org/about/what-is-the-tpri.html
PREL, A Focus on Fluency http://www.eric.ed.gov/PDFS/ED481962.pdf
SEDL, Reading Research Evidence https://www.sedl.org/reading/framework/research.html
Scientifically Based Reading Research http://reading.uoregon.edu/big_ideas/

Recommended FREE online:

Link Location: https://www.nichd.nih.gov/publications/Pages/pubs.aspx
Early Beginnings: Summary of the National Early Literacy Panel Report – p. 6
A Child Becomes a Reader: Kindergarten through Grade 3 – Reading Building Blocks – 3 pp
Put Reading First: A Parent’s Guide Preschool through Grade 3 – 8 pp
Report of the National Reading Panel: Teaching Children to Read - 33 pp (read 3 pages: findings / building blocks)
ILA http://www.literacyworldwide.org/about-us/our-story
DIBELS Data System - https://dibels.uoregon.edu/
NAEYC Code of Ethics Scenarios www.naeyc.org/ecp/resources/ethics

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/faqs.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) ONLINE at 936-468-4108 http://library.sfasu.edu/aarc. Take every opportunity to use these 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.

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

Acceptable Student Behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated either face-to-face or online. 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

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.
http://www.sfasu.edu/coeadvising/  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.texes.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 318
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
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 is NO Live Text assignment for
this course, but if you have questions in the future about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu