RDG 320.506
Language and Literacy I
Spring 2016

Stephen F. Austin State University
College of Education
Department of Elementary Education

Instructor Information: Dr. Carolyn Stufft

Credits: 3 credit hour course
Email: use D2L email for all course communication; in the event that D2L is down for maintenance, email stufftcj@sfasu.edu
Office: Janice A. Pattillo Early Childhood Research Center room 201L
Phone: 936.468.2904 main office; 936.468.4098 office phone
Office Hours: Monday 11:30am-2:30pm online, Tuesday 11:45am-12:30pm online & 1:45-2pm online, Thursday 11:45am-12:30pm online & 1:45-2pm online

It is always best to call or email me prior to visiting to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

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 prerequisites?
What are the stages?
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. Today’s teachers are accountable. Read about our national duty to *Leave No Child Behind* (NCLB) and proposed changes to improve it [www.youtube.com/watch?v=LV7od-RU1jw](https://www.youtube.com/watch?v=LV7od-RU1jw) Keep reading; keep learning [www.ascd.org/publications/educational-leadership/mar04/vol61/num06/toc.aspx](https://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/toc.aspx)

**PRE-REQUISITES:** RDG 318 (Survey of Reading) and admission to Elementary Education (passed admissions test).
It is expected you have sufficient computer access and skills to view videos, complete online quizzes, and participate fully and independently in our D2L course.

Tech Support, browser settings, & free software: 936-468-4357 or x1919
[http://www.sfasu.edu/sfaonline/504.asp](http://www.sfasu.edu/sfaonline/504.asp)  [http://www.sfasu.edu/sfaonline/132.asp](http://www.sfasu.edu/sfaonline/132.asp)

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

**Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)**

The College of Education (COE) at Stephen F. Austin State University is committed to the following core values
[www.sfasu.edu/education/about/mission.asp](http://www.sfasu.edu/education/about/mission.asp)

- *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), and the TExES PPR and 4-8 content standards. The content and assignments for this course are aligned to these standards, and 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
Program Learning Outcomes (PLO)
Upon completion of the program, teacher candidate expectations include the following:

**PLO 1:** Candidates promote child development and learning. They investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.

**PLO 2:** Candidates demonstrate professionalism, ethical behavior, and foster positive relationships with families and community partners and advocate for young children and their families.

**PLO 3:** Candidates observe, document, and assess to support young children and families; they design and select assessment tasks that explore students’ conceptual understandings, use data to inform instructional decisions, and reflect on learning outcomes to guide practice.

**PLO 4:** Candidates know the aspects of child development and use their understanding to implement best practices for children and families.

**PLO 5:** Candidates use content knowledge and use past and present theories and current issues related to early childhood education to build meaningful and challenging curriculum, to evaluate and inform practices with young children in the context of early childhood education.

**PLO 6:** Candidates demonstrate professionalism and recognize valid and credible research, evaluate and synthesize it to inform practice.

Student Learning Outcomes (SLO) for this course
In keeping with the College of Education 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** - Candidates 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** - Candidates 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** - Candidates 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** - Candidates 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** - Candidates 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** – Candidates 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.NETS-T ST II).
SLO 1.6 - Candidates 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 - Candidates 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 - Candidates 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 - Candidates 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 - Candidates 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 - Candidates 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 – Candidates 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)

SLO 2.1 – Candidates 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 – Candidates 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).

SLO 3.1 - Candidates 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 - Candidates 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).

SLO 4.1 - Candidates understand how to use observations such as anecdotal records, checklists, and note taking as informal assessment tools across multiple learning situations supported by grade level Texas Essential Knowledge and Skills (TEKS) for planning instruction (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII) (EC6 Texas PPR ST I).

SLO 4.2 - Candidates understand the basic principles (administration, analysis, and interpretation) of formal (standardized) and informal (non-standardized) assessment (e.g., 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** - Candidates 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).

<table>
<thead>
<tr>
<th>SLO / RDG 320 Course Objectives</th>
<th>Review Quizzes</th>
<th>Assignments</th>
<th>Exams</th>
<th>Text Readings, Videos, Course Modules</th>
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</thead>
<tbody>
<tr>
<td>1.1 – Reading Stages</td>
<td>X</td>
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<td>1.2 – Language Development</td>
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<td>1.3 – Language Basics</td>
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<td>1.4 – Phonemic Awareness</td>
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<td>1.5 – Alphabetic Principle</td>
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<td>1.5.2 – Phonics &amp; Technology</td>
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<td>1.6 – Fluency</td>
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<td>1.7 – Word ID</td>
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<td>1.8 – Comprehension</td>
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<td>1.9 – Receptive, Expressive Language</td>
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<td>1.10 – ESL Language L1 to L2</td>
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<td>1.11 – ESL Language &amp; Environment</td>
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<td>1.12 – ESL Language to CALP</td>
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<td>2.1 – Reading Strategies</td>
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<td>2.2 – Flexible Grouping</td>
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<td>3.1 – Writing Development</td>
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<td>3.4 – Lesson Planning (WS &amp; GR)</td>
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<td>4.1 – TEKS &amp; Informal Assessment</td>
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<td>4.2 – Assessment &amp; Instruction</td>
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<td>4.3 – Dyslexia</td>
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</table>
Technical Support -

- **For D2L technical support**, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

- **For general computer support (not related to D2L)**, contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. This option will allow you to speak to a real live person who can assist with computer issues. If you live near campus or are visiting, you may take your computer to the Technical Support Center for free service – walk-in hours. http://www.sfasu.edu/tsc/

- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

- **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. If all else fails, please email well in advance of the “late date” for a script of the video(s).

- **Books**: 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).

**Dropbox / Discussions / Quizzes to Complete (subject to change) –**

Course assignments will be submitted via D2L Dropbox (with one assignment also submitted via LiveText). Course discussions will be completed via D2L Discussions. Course quizzes/tests/exams will be completed via D2L Quizzes. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises; this is also the case for discussions, quizzes, projects, and other course work.

*Note: You will** **NOT** **need a ‘real child’ to complete course assignments.**

**DROPBOX**: (500 points total)

- **Paper: How to Teach a Child to Read** (100 points) After reading modules 1-4 and associated course readings, each candidate will write a 1-2 page single-spaced paper detailing how to teach a child to read. Refer to the D2L module for prompts and instructions.

- **Curriculum Based Measurement (CBM) Progress Monitoring** (50 points) Complete an online module about CBM and complete the quizzes contained within the module. Save and upload copies of quiz completion to Dropbox. Refer to D2L for additional
information and instructions. (All materials are provided in the course – access to a child is not needed).

- **Spelling Inventory and Lesson Plan (200 points)** Each candidate will view a child’s spelling test score on a spelling inventory, will score the inventory, and will analyze the inventory. Then, each candidate will create a word study lesson plan to help improve the child’s spelling. Refer to the D2L module for additional information and instructions. (All materials are provided in the course – access to a child is not needed).

- **Running Record Assignment (100 points)** Each candidate will listen to a child read and code this reading (i.e., complete a running record). Each candidate will then analyze miscues and answer questions provided in the D2L module about the reading. (All materials are provided in the course – access to a child is not needed).

- **Guided Reading Lesson Plan (50 points)** Using the running record analysis, each candidate will create a guided reading lesson plan to support student needs. A template called the ELF will be used for the lesson plan. (All materials are provided in the course – access to a child is not needed).

**QUIZZES:** (500 points total)

The final exam and the syllabus quizzes may only be attempted 1 time. All other quizzes, however, may be attempted up to 3 times with the highest grade counting. Look at the quiz link to learn more about each quiz. Click on 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. Do not wait until the last minute to take these quizzes; technology is Unreliable, and so is life. Take them early to prevent any surprises! *Note: Quizzes with an asterisk (*) next to them are scheduled to help you manage time. However, these quizzes will be available in D2L until 11:59pm the Sunday prior to dead week. I recommend you complete each quiz as it is listed on the timeline below; however, for those quizzes marked with an asterisk (*), you may complete them any time prior to 11:59pm the Sunday prior to dead week. After this time, no quizzes will be available or reopened for any reason, including sickness or technology issues.

- **Syllabus quiz** (1 point)
- **Hougen chapter 1** (20 points)
- **Hougen chapter 2** (20 points)
- **Hougen chapter 3** (20 points)
- **Hougen chapter 8 & videos** (20 points)
- **Hougen chapters 9-11 & 15-17** (20 points)
- **Reading skills quiz** (20 points)
- **Phonemic awareness quiz** (10 points)
- **Phonics mastery test** (10 points)
- **Video quiz** (20 points)
- **Primary areas of concern (PAC) quiz** (10 points)
- **Dyslexia quiz** (4 points)
- **ESL quiz** (25 points)
- **Final exam – cumulative** (300 points) – can only be taken once
**IV. Evaluation and Assessment (Grading):**

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

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points Percentage</th>
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</thead>
<tbody>
<tr>
<td>Dropbox Assignments</td>
<td>500 points (50%)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>500 points (50%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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</tbody>
</table>

Please note that grades will **not** be rounded; for example, a grade of 895 points (89.5%) will be entered as a B.

**Professionalism:**

You are expected to show initiative and to **actively participate** in class. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat, and of the quality and integrity expected of a future teacher. **Correspondence** (whether by e-mail, in writing, over the phone, by fax, face-to-face, etc.) is **expected to be professional.** Be prepared to actively participate in face-to-face class discussions, activities, and assignments.

- All course work (including but not limited to discussion board postings, activities, quizzes, and tests; also including both graded and ungraded course assignments and activities) must be completed and submitted on time.
- Plan ahead – work ahead of deadlines so that you have a ‘buffer’ in the event of computer issues or other difficulties. **A computer issue does not constitute an extenuating circumstance.**
- Professional tone and the use of Standard English are expected in all communication (including but not limited to discussion postings and emails).

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of total number of points earned during the semester.

**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, 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 the course modules where the assignments are discussed and submitted.

**Dropbox section.** You will submit all assignments in the D2L Dropbox area. Please remember to save all documents submitted as .doc, .docx, or .pdf. Details for each assignment are discussed in D2L course modules.

**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 quizzes (which you can re-take) 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment</th>
<th>DUE by</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Jan. 19 - Jan. 22 | **Fundamentals of Literacy Instruction & Assessment (FLIA)** – required textbook  
Read Before Class Begins module in D2L  
Read LiveText module in D2L  
Read American Psychological Association (APA) module in D2L  
**Quiz** - Syllabus  
Obtain copy of required textbook; carefully read course content and familiarize yourself with D2L layout  
**Post to Discussion Board** – Introduction (optional)  
Read Module 1: Building Blocks  
Completed Pre-Test Survey Quiz | Before Class Begins  
LiveText  
American Psychological Association (APA)  
Syllabus and Timeline  
Discussions  
Module 1 (Under Learning Modules)  
Quizzes | Sunday, Jan. 24 | 1  
3 bonus points  
ungraded |
| Jan. 25 - Jan. 29 | **Strategies for Teaching English learners (STEL)** – required textbook for RDG courses  
Read Module 2: Skills for Reading  
Read Module 3: Approaches  
Read Module 4: Levels and Stages  
**Quiz** – Reading Skills* | Module 2 (Under Learning Modules)  
Module 3 (Under Learning Modules)  
Module 4 (Under Learning Modules)  
Quizzes | Sunday, Jan. 31 | 20 |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Task Description</th>
<th>Module (Location)</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Feb. 1 - Feb. 5 | Begin Module 5  
Read pages 8-15 & pages 18-27 in FLIA  
Dropbox- How to Teach Reading to a Child paper  
Quiz – Chapter 1*  
Quiz- Chapter 2* | Module 5 (Under Learning Modules)  
FLIA textbook  
Dropbox  
Quizzes  
Quizzes | Sunday, Feb. 7 | 100 |
| Feb. 8 - Feb. 12 | Continue Module 5  
Read chapters 3, 4, & 5 in FLIA  
Quiz- Chapter 3*  
Quiz – Phonemic Awareness*  
FLIA textbook  
Quizzes  
Quizzes  
Quizzes | Sunday, Feb. 14 | 20  
| Feb. 15 - Feb. 19 | Continue Module 5  
Read chapters 6, 7, & 8 in FLIA  
Quiz – Chapter 8 & Videos* | Module 5 (Under Learning Modules)  
FLIA textbook  
Quizzes | Sunday, Feb. 21 | 20 |
| Feb. 22 - Feb. 26 | Continue Module 5  
Read chapters 9-11 & 15-17 in FLIA  
Quiz – Chapters 9-11 & 15-17 | Module 5 (Under Learning Modules)  
FLIA textbook  
Quizzes | Sunday, Feb. 28 | 20 |
| Feb. 29 - March 4 | Read Module 6: Strategies  
View videos of teaching strategies in the module  
Quiz – Video Quiz*  
Post to Discussion Board – Technology Apps (optional) | Module 6 (Under Learning Modules)  
Literature Circles (in Contexts for Reading)  
Quizzes | Sunday, March 6 | 20  
| March 7 - March 11 | Read Module 7: Assessment  
Quiz – PAC* | Module 7 (Under Learning Modules)  
Quizzes | Sunday, March 13 | 10 |

**Notes:**
- * indicates materials that require additional effort or preparation.
- Bonus points are awarded for completing optional tasks.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity/Assignment</th>
<th>Module/Folder</th>
<th>Due Date/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14-18</td>
<td>SPRING BREAK</td>
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</table>
| March 21 - March 23 (March 24-28 holiday) | Read Module 8: Diversity  
Read chapters 1, 6, 7, & 10 from STEL textbook (provided in course)  
Quiz- Dyslexia*  
Quiz- ESL* | Module 8 (Under Learning Modules)  
STEL textbook/provided in course  
Quizzes  
Quizzes | Sunday, March 27*  
(*Note: Submit early if you wish to avoid working during Easter holiday) |
| March 29 - April 1 (March 28 holiday) | Review Module 8 – pay careful attention to CBM assignment instructions  
Begin work on CBM Assignment; look ahead to Module 9 for all other assignments | Module 8 (Under Learning Modules)  
Module 8; Module 9 | Sunday, April 3 |
| April 4 - April 8 | Dropbox- CBM Assignment                                                              | Module 8; Dropbox                                  | Sunday, April 10  
100 |
| April 11 - April 15 | Read Module 9 – pay attention to descriptions of and instructions for remaining course assignments included in Module 9; visit “Spelling & Plan” folder within the module  
Dropbox – Spelling Inventory & Lesson Plan | Module 9 (Under Learning Modules)  
Dropbox | Sunday, April 17  
200 |
| April 18 - April 22 | Continue Module 9 – visit “Running Record” folder within the module  
Dropbox- Running Record Assignment | Module 9 (Under Learning Modules)  
Dropbox | Sunday, April 24  
100 |
| April 25 - April 29 | Continue Module 9 – visit “GR Lesson Plan” folder within the module  
Complete Course Evaluation  
Dropbox – Guided Reading Lesson Plan  
Remember to complete all quizzes marked with an asterisk (*) by 11:59pm Sunday | Module 9 (Under Learning Modules)  
mySFA- Course Evaluations & Surveys Tab  
Dropbox  
Quizzes – make sure all previous quizzes completed by 11:59pm Sunday | Sunday, May 1  
Remember all quizzes with * due by 11:59pm  
5 bonus points  
50 |
VI. Textbooks:


** LiveText is a requirement of the James I. Perkins College of Education for all majors. There is NOT a LiveText assignment in this course. ISBN: 978-0979663543

Recommended texts:


Other information included in the course modules:

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
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)
DIBELS Data System - [https://dibels.uoregon.edu/
TPRI - [www.tpri.org/ 2010-2014 Update
NAEYC Code of Ethics Scenarios [www.naeyc.org/ecp/resources/ethics

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

5 bonus points will be awarded for completing the course evaluation.

VIII: Student Ethics and Other Policy Information:

Attendance:

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

Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to due dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. If you are absent from a face-to-face meeting, it is your responsibility to get the missed material from a colleague. An online course can be monitored by a tracking device. It is important for candidates to log on and check D2L frequently (several times per week). Coursework is considered late if not turned in by the due date and will earn a grade of zero. The instructor may post announcements to the course homepage, send email
announcements via D2L, and communicate in other ways within the course; it is your responsibility to log on regularly to ensure that you do not miss important information regarding the course. Be prepared to actively participate in each face-to-face class meeting.

Students are expected to complete assigned readings, assigned presentations in class, and other classroom activities that are part of active participation in a course. Students who do not attend class regularly may see an impact on their overall grade due to missing in-class activities and assignments. Students are allowed 3 unexcused absences; after this point, referral to the Program Continuation Committee may be made. You MUST remember to SIGN IN DAILY. While this class meets face-to-face, much of the reading and submission of assignments occur online in D2L. There are many FREE computers on campus for your use (including our own Resource Room, 2nd floor of the ECRC building); please let me know ASAP if you are having any difficulty using technology which prevents you from full participation and completion of quizzes and submission of assignments.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**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.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld 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 they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable School Behavior:
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Other Relevant Information:
SFA Links, Policies, Deadlines, SFA Calendar. [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp) [http://www.sfasu.edu/52.asp](http://www.sfasu.edu/52.asp) [http://www.sfasu.edu/297.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](http://www.sfasu.edu/frmEmail.asp?rc=registrar@sfasu.edu)

Advising. [http://www.sfasu.edu/coeadvising/](http://www.sfasu.edu/coeadvising/)

Looking Ahead: Texas Certification/Licensing:
Admission to Teacher Education / Teacher Certification. Requires 2.75 GPA. [http://www.sfasu.edu/coeadvising/documents/Ed_Cert_Requirements_03282013.pdf](http://www.sfasu.edu/coeadvising/documents/Ed_Cert_Requirements_03282013.pdf) 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](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/coeadvising/114.asp](http://www.sfasu.edu/coeadvising/114.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://www.texas.ets.org/prepMaterials/](http://www.texas.ets.org/prepMaterials/) 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).

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due (date will be given in relevant courses). If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText in Future Classes:

(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

Assignments/Course Work:

Assignment Policy Students must read all assignments and be prepared to participate in class discussions. All students are expected to complete assignments on or before the due date shown in the course timeline. Late work receives zero (0) points. Failure to complete course work will result in a grade of zero for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur. Students are also expected to complete in-class assignments.

Professionalism — Each candidate is expected to fully participate in the course and to demonstrate professionalism in demeanor and attitude. Candidates demonstrate professionalism by:
• Maintaining regular class attendance/avoiding absences, tardies, leaving the room during class;
• refraining from the use of cell phones during class;
• logging in to D2L frequently to submit work and read course announcements;
• reading the course outline/syllabus and following directions for assignments;
• reading each assigned reading by the stated due date;
• completing ALL COURSEWORK by the due date and doing so independently (late work does not receive credit);
• participating intelligently in class discussions (e.g., providing evidence of deep thought, mastery of content knowledge, and academic discourse);
• displaying an attitude of respect for classmates and professor;
• ensuring that written work is free of spelling, grammatical, and other errors and adheres to APA format and Standard English;
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

Work Policies—
• Late Work— Late work receives no credit unless there is prior approval from the instructor.
• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
• “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Candidates must submit all assignments in the requested format found in the assignments.

Email communication - When you email me, remember that you are emailing a professor—look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 48 hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. I may not check email on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email each day we have class so that you do not miss course information and announcements.