RDG 322.001
Language and Literacy II
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 stufftjc@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 office 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 literacy instructional practices that support, engage, and nurture readers across the learning continuum.

PRE-REQUISITES: Admitted to Teacher Education; enrolled in Practicum

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

- 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 TExES PPR and content standards, and the Texas ESL and TESOL 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 those of other institutions [http://www.sfasu.edu/education/about/accreditationsorganizations.asp](http://www.sfasu.edu/education/about/accreditationsorganizations.asp).

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

- SLO 1.1 Candidates will exhibit knowledge of Texas PPR Standards (Texas PPR I-IV).
  - SLO 1.1.1 Assessment - T-Cert PPR course
    [https://pact.tarleton.edu/TCERT/index.cfm](https://pact.tarleton.edu/TCERT/index.cfm)
  - SLO 1.1.1 Assessment - ELE ED PPR Mastery Exam
  - SLO 1.1.3 Assessment – Benchmark II – TExES EC12 PPR Exam

- ESL SLO 1.2 – Candidates will examine learner strategies and learner focused teaching for ELLs including second-language acquisition and use, learning style preferences, cognitive scheme building, social-affective strategies, academic survival and study skills, ELD strategies, and SDAIE. (ESL SLO1.1; Texas ESL ST I & III; TESOL 1a, 1b)
  - ESL SLO 1.2 Assessment – Mentor Interview

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).

- SLO 2.1 Candidates will identify a variety of reading methods (including: independent, shared, choral, echo, read aloud, guided) and relate to the Gradual Release of Responsibility Model (EC6 Texas ELA ST VII; 4/8 Texas ELA ST IV)
- SLO 2.2 Candidates understand instructional grouping including flexible grouping for implementing reading instruction (EC6 Texas PPR ST I, III)
- SLO 2.3 Candidates will understand the tenets of cooperative learning and collaborative learning as they relate to the teaching of reading. (EC6 Texas ST ELA IV; X; 4/8 Texas ST ELA II, VIII) (EC6 Texas PPR ST I)
  - SLO 2.1, SLO 2.2, SLO 2.3 Assessment – Quiz

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).

- SLO 3.1 Candidates understand that literacy develops over time and progresses from emergent to proficient stages, and that teachers use a variety of contexts (Literature Circles, Jigsaw Approach, Readers Theatre, Grand Conversation) to support the development of young students’ literacy (EC6 Texas ELA ST IV)
- ESL SLO 3.3 – Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (ESL SLO 3.3; Texas ESL ST IV & V; TESOL 3a, 3b, 3c)
  - SLO 3.1 Group Presentation
- SLO 3.2 Candidates will understand the importance of reading for understanding, know the components of comprehension (Pearson, P. D.), and teach young students strategies for improving comprehension (EC6 Texas ELA ST VII).
o SLO 3.2 Assessment Quiz

- SLO 3.3 Candidates will learn the structure [Bennett, S. (2007). That Workshop Book. Heinemann] and components (uses of Bloom's Taxonomy to determine thinking and product, TEKS unpacking, objective, language objective as taught in ECH 331) of a Reading Workshop lesson plan (EC6 Texas ELA ST X; 4/8 Texas ELA ST VIII)
  - LiveText Assignment! The Reading Workshop Lesson Plan Assignment will be uploaded into Dropbox AND LiveText in order to receive credit!

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).

- SLO 4.1 Candidates will analyze the Texas Academic Performance Report from the Texas Education Agency (TEA) (EC6 Texas ELA ST X)
  - SLO 4.1.1 Assessment Two page paper using APA citations and references, with recommendations and specific instructional methods that align to TEKS in order to accelerate the learning of fifth graders who have failed the 4th grade STAAR test
- SLO 4.2 Candidates will understand the role that informal assessment plays in the growth and scaffolding of support for readers of all stages. (EC6 Texas ELA ST X)
  - SLO 4.2 Assessment Compare and contrast the 4th grade STAAR test with the 7th grade STAAR test to see what growth needs to be made in three years

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5).

- SLO 5.1 Candidates understand how to interpret, analyze, evaluate, and produce media enhanced text (EC6 Texas ELA ST XII)
  - SLO 5.1 Assessment Digital Literacy Assignment

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

D2L Support -

- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tutorials.

Dropbox / Discussions / Quizzes to Complete (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. Additional course work will be completed during face-to-face class sessions. Candidates are expected to attend class and actively participate by completing class activities and assignments.

**DROPBOX: (49 points total)**

- **Workshop Lesson Plan (25 points)** A lesson plan that utilizes all components of the Reading Workshop will be written with a text of the candidate’s choice.
- **Literature Circle Assignment (3 points)** A lesson plan utilizing five titles of grade four or above will be written to show a five week long literature circle process.
- **Grand Conversation Connection (1 point)** A reading response will be written from a student perspective with a text-to-text, text-to-self, or text-to-world connection infused.
- **Grand Conversation Reflection (1 point)** A reflective paper will be written synthesizing the learning of grand conversation and how this reading format could be applied within an upper level reading classroom.
- **Mentor Interview (1 point)** Candidates will interview their field-based mentor teacher and record answers to the question “In what ways do you plan or adjust your reading lessons to support English language learners?” Candidates will include their mentor’s responses and their own reflection.
- **Assessment (2 points)** An intervention plan will be written based on a classroom scenario of fifth grade students who have failed the fourth grade state reading assessment.
- **Grade 4 STAAR April 2013 (2 points)** Candidates will take the grade 4 STAAR release reading test noting metacognitive strategies
- **Grade 7 STAAR April 2013 (2 points)** Candidates will take the grade 7 STAAR release reading test noting metacognitive strategies
- **Comparing the STAAR Tests (2 points)** Candidates will create a visual comparing the 4th grade reading test to the 7th grade reading test and will note what strategies and growth students need to make in three years to be proficient readers by 7th grade
- **Group Presentation (8 points)** Candidates will work in groups to create and present an in-class presentation showcasing one idea/way to use a literacy approach taught in our course to meet the needs of English language learners at Beginning, Intermediate, Advanced, and Advanced high levels. Candidates will sign up, as a group, for presentation topics provided by the instructor.
- **Digital Media (1 point)** Candidates will make a visual detailing what it means to build on best practices
- **TCERT (1 point)** Candidates will submit the TCERT certificate after completing an online preparation program for the PPR.

**DISCUSSIONS:** (5 points total)
- **Introductions (1 point)** – Share Your Reading Life
- **Comprehension Instruction Part 1 (1 point)** – What We Know
- **Comprehension Instruction Part 2 (1 point)** – Jamika’s Story
- **Assessment (2 points)** – What Does Assessment Mean to You?

**QUIZZES:** (46 points total)
- **Quiz over Syllabus and Timeline (1 point)**
- **Quiz on GRR and Reading Formats (10 points)**
- **Quiz on Comprehension (10 points)**
- **Quiz on Assessments (10 points)**
- **Final Exam (15 points)**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Points (%)</th>
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</thead>
<tbody>
<tr>
<td>Dropbox and Discussions</td>
<td>54 (54%)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>46 (46%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>F</td>
<td>69% or below</td>
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Please note that grades will **not** be rounded; for example, a grade of 89.5 points (89.5%) will be entered as a B.

**Attendance:** Teacher candidates may be absent up to three (3) times without penalty. **After 3 absences, 5 points will be deducted from the final course grade for each additional absence, regardless of total number of points earned in the course.** Three tardies will **count the same as one absence.** The instructor will record tardies and absences each class period. The instructor also may submit a notice of concern to the department chair if attendance is an issue for a candidate.

LiveText: A LiveText submission is part of this course. **Failure to submit the assignment to LiveText will cause the assignment to be marked as missing.** A missing assignment in this course will reduce the student’s final letter grade by one letter, regardless of total
number of points earned in the course. Please refer to the missing work policy within this syllabus.

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.

V. Tentative Course Calendar (subject to change):
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment</th>
<th>DUE by</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Jan. 19 – Jan. 22</td>
<td><strong>Reading Essentials (RE)</strong> – required textbook &lt;br&gt;<strong>Strategies for Teaching English Learners (STEL)</strong> &lt;br&gt;<strong>Becoming a Language Teacher (BLT)</strong></td>
<td>Before Class Begins</td>
<td>Sunday, Jan. 24</td>
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<tr>
<td></td>
<td>Read Before Class Begins module in D2L</td>
<td>LiveText</td>
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<tr>
<td></td>
<td>Read LiveText module in D2L</td>
<td>American Psychological Association (APA)</td>
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<td>Read American Psychological Association (APA) module in D2L</td>
<td>Welcome to Class! Module</td>
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<td>In-Class ELL reflection activity &amp; reading reflection activity</td>
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<td></td>
<td><strong>Quiz</strong> - Syllabus and Timeline</td>
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<td>Jan. 25 – Jan. 29</td>
<td>Read Gradual Release of Responsibility (GRR) and Reading Formats module</td>
<td>GRR and Reading Formats</td>
<td>Sunday, Jan. 31</td>
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<tr>
<td></td>
<td>In-Class Introduction Activity</td>
<td>Discussions</td>
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<td></td>
<td>Post to Discussion Board – Share Your Reading Life</td>
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<td>Read RE, pp. 23-30 &amp; pp. 43-50</td>
<td><strong>Reading Essentials</strong> textbook</td>
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<td>Read BLT, pp. 76-77</td>
<td><strong>Becoming a Language Teacher</strong></td>
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<td></td>
<td>Read article, A Gradual Release of Responsibility</td>
<td>GRR and Reading Formats</td>
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<td>Read RE, pp. 18-20, pp. 82-85, pp. 130-132, pp. 150-152</td>
<td><strong>Reading Essentials</strong> textbook</td>
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<tr>
<td>Feb. 1 – Feb. 5</td>
<td>Comprehension Module (1st half)</td>
<td>Comprehension</td>
<td>Sunday, Feb. 7</td>
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<td></td>
<td>Post to Discussion Board – What We Know</td>
<td>Discussions</td>
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<td>Read STEL, pp. 112-118</td>
<td><strong>Strategies for Teaching English-Learners</strong></td>
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<td>Read RE, pp. 117-121</td>
<td><strong>Reading Essentials</strong> textbook</td>
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<td>Read article, Reading Comprehension – What Works</td>
<td>Comprehension</td>
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<tr>
<td></td>
<td><strong>Quiz</strong> - GRR and Reading Formats</td>
<td>Quizzes</td>
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<td>10</td>
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<tr>
<td>Date range</td>
<td>Topic(s)</td>
<td>Assignments</td>
<td>Due Date</td>
<td>Points</td>
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| Feb. 8 -  
Feb. 12 | Comprehension module (continued)                                         |                                                                                           |                |        |
|           | Read *Jamika's Story* excerpt                                            |                                                                                           |                |        |
|           | Post to Discussion Board - *Jamika's Story*                              |                                                                                           |                |        |
|           | Read *RE*, pp. 122-123, 126, 124, 128, 49, 129                          |                                                                                           |                |        |
|           | Read *STEL*, p. 184                                                     |                                                                                           |                |        |
|           | Quiz - Comprehension                                                   |                                                                                           |                |        |
|           | **Comprehension Discussions**                                           | **Reading Essentials textbook**                                                      | **Sunday, Feb. 14** | **1** |
|           |                                                                        | **Strategies for Teaching English-Learners**                                         |                |        |
|           |                                                                        | **Quizzes**                                                                              |                |        |
| Feb. 15 -  
Feb. 19 | Reading Workshop Plan module                                             |                                                                                           |                |        |
|           | Read excerpt, *That Workshop Book*                                      |                                                                                           |                |        |
|           | Read *STEL*, p. 91                                                      |                                                                                           |                |        |
|           | **Reading Workshop Plan**                                               | **Reading Workshop Plan**                                                              | **Sunday, Feb. 21** | **10** |
|           |                                                                        | **Strategies for Teaching English-Learners**                                         |                |        |
| Feb. 22 -  
Feb. 26 | Reading Workshop Plan module (continued)                                |                                                                                           |                |        |
|           | *Dropbox – Reading Workshop Lesson Plan*                                 |                                                                                           |                |        |
|           | *Do NOT submit to LiveText yet; you will receive feedback and will revise later this semester prior to LiveText submission* |                                                                                           |                |        |
|           | **Reading Workshop Plan**                                               | **Dropbox**                                                                              | **Sunday, Feb. 28** | **25** |
| Feb. 29 -  
March 4  | Read Literature Circles module (within Contexts for Reading module)     |                                                                                           |                |        |
|           | Read article, *What’s the Next Big Thing for Literature Circles?*       |                                                                                           |                |        |
|           | Read *RE*, pp. 182                                                      |                                                                                           |                |        |
|           | *Dropbox – Literature Circles*                                           |                                                                                           |                |        |
|           | **Literature Circles (in Contexts for Reading)**                        | **Reading Essentials textbook**                                                      | **Sunday, March 6** | **3** |
|           |                                                                        | **Strategies for Teaching English-Learners**                                         |                |        |
| March 7 -  
March 11 | Read Jigsaw Approach Module (within Contexts for Reading module)         |                                                                                           |                |        |
<p>|           | Read article, <em>Jigsaw Approach Brings Lessons to Life</em>                   |                                                                                           |                |        |
|           | Read Readers Theatre Module (within Contexts for Reading module)        |                                                                                           |                |        |
|           | Read <em>STEL</em>, pp. 215-220                                                |                                                                                           |                |        |
|           | <strong>Jigsaw Approach (in Contexts for Reading)</strong>                           | <strong>Readers Theatre (in Contexts for Reading)</strong>                                         | <strong>Sunday, March 13</strong> | <strong>3</strong> |
|           |                                                                        | <strong>Strategies for Teaching English-Learners</strong>                                         |                |        |
| March 14-18 | Spring Break                                                             |                                                                                           |                |        |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity Description</th>
<th>Reading Assignment</th>
<th>Notes</th>
</tr>
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</table>
| March 21 - March 23 (March 24-28 holiday) | Read Grand Conversation module (within Contexts for Reading module)  
Read *STEL*, p. 291-293  
Read article, *Grand Conversation in the Classroom*  
**Dropbox** - Grand Conversation Connection | Grand Conversation (in Contexts for Reading)  
*Strategies for Teaching English-Learners*  
Grand Conversation (in Contexts for Reading)  
**Dropbox** | Sunday, March 27* (*Note: Submit early if you wish to avoid working during Easter holiday) |
| March 29 - April 1 (March 28 holiday) | Grand Conversation module continued  
In-Class Grand Conversation **Activity** (bring hard copy of connection submitted last week to class Tuesday)  
**Dropbox** - Grand Conversation Reflection | Grand Conversation (in Contexts for Reading)  
In-Class Activity  
**Dropbox** | Sunday, April 3 |
| April 4 - April 8 | Work on revising Workshop Lesson Plan for **LiveText**  
Read Reading Assessment module  
Read *RE*, pp. 98-101, 101-107, 111  
Read article, *Kidwatching to Responsive Teaching*  
Read article, *What to Notice during Early Conferring*  
**Dropbox** – Mentor Interview | Reading Assessment  
*Reading Essentials* textbook  
Reading Assessment  
Reading Assessment  
**Dropbox** | Sunday, April 10 |
| April 11 - April 15 | Reading Assessment module (continued)  
**Post to Discussion Board** – Assessment  
**Quiz** – Assessment  
**Dropbox** - Assessment | Discussions  
**Quizzes**  
**Dropbox** | Sunday, April 17 |
| April 18 - April 22 | Reading Assessment module (continued)  
**Dropbox** - Grade 4 STAAR Reading  
**Dropbox** - Grade 7 STAAR Reading  
**Dropbox** - Comparing the Tests  
Submit revised Workshop Lesson Plan to **LiveText** | Reading Assessment  
**Dropbox**  
**Dropbox**  
**Dropbox**  
Submit revised Workshop Lesson Plan to **LiveText** | Sunday, April 24 | (part of 25 points) |
Attendance and participation are expected within this course beginning on the first course meeting day of the semester and continuing through the end of final exams week. Attendance for this course includes showing up on-time for each class and logging on to the D2L course several (3 or more) times per week. Participation involves actively engaging in class discussions and activities as well as completing and submitting all course work (including discussions, quizzes, and dropbox assignments), and reading course-related email and announcements sent via D2L. Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course participation and final course grade.

VI. Textbooks:


** Required: LiveText. ISBN: 978-0979663543

Courses within our department use the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions,
Recommended texts:

Diaz-Rico, L. (2004). *Strategies for teaching English learners* 3rd edition. Boston, MA: Pearson. (*used in previous reading courses after Fall 2014; for fall 2014, relevant pages will be provided within the course)*

Horwitz, E. (2013). *Becoming a language teacher: A practical guide to second language learning and teaching* 2nd edition. Boston, MA: Pearson. (*used in previous reading courses after Fall 2014; for fall 2014, relevant pages will be provided within the course)*

**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.

**2 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; please refrain from asking the instructor what you missed. 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. 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.

Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students with Disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/disabilitieservices/.

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 Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Please read the complete policy [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Violations of academic integrity will result in zero credit for the involved coursework. Plagiarized work (including both Dropbox assignments and Discussions) will receive zero credit. Additional penalties, such as failing the course, may result. Instances of academic dishonesty will be reported to the office of the Associate Dean, Student & Faculty Services of the James I. Perkins College of Education.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Policy (A-54):**
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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. 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 policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Texas Certification/Licensing:

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

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

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

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

Live Text:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA 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. If you have questions 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 into 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](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.