RDG 322.002
Language and Literacy II
Spring 2016

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

Instructor Information: Dr. Welsh

Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: M/W 12:30 – 1:45 Rm. 214 ECRC
Office Hours: I will accommodate your learning needs and schedule.
Credits: 3 credit hours
Email: welshka@sfasu.edu

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
There is one Live Text assignment related to accountability and accreditation.

II. Intended Learning Outcomes/Goals/Objectives

RDG 322 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

RDG 322 builds upon previously learned content from RDG 318 and RDG 320 and is aligned to standards approved by the Texas Education Agency (TEA) for Texas Educators.
The following PLO's are aligned to the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation and the Interstate Teacher Assessment and Support Consortium (InTASC). The SLO’s are aligned to the TX Standards for English Language Arts and Reading EC-6, the TX Standards for Pedagogy & Professional Responsibilities (PPR) EC-12; the TX Standards for English as a Second Language/Supplemental, and Teachers of English to Speakers of Other Languages (TESOL).

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

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

- ESL SLO 1.2 Candidates will examine learner strategies and learner focused teaching for ELL’s 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)

**PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought-provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- 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 to support the development of young students’ literacy (EC6 Texas ELA ST IV; Texas PPR I, II, III)
  - SLO 3.1 Discussion: Share Your Reading Life

- ESL SLO 3.2 – Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (Texas ESL ST IV & V; TESOL 3a, 3b, 3c)
  - SLO 3.1, ESL SLO 3.2 Literature Circles

- SLO 3.3 Candidates will understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension (EC6 Texas ELA ST VII; Texas PPR I, III).
  - SLO 3.3 Quiz: Gradual Release of Responsibility (GRR) and Reading Formats
  - SLO 3.3 Discussion: Comprehension – What We Know
  - SLO 3.3 Discussion: Jamika’s Story
  - SLO 3.3 Quiz: Comprehension
  - SLO 3.3 Grand Conversation Reflection
  - SLO 3.3 Grand Conversation Connection
SLO 3.3 Comparing the STAAR Tests
SLO 3.3 Workshop Lesson Plan LiveText

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

- SLO 4.1 Candidates will understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (EC6 Texas ELA ST X; Texas PPR I)
  - SLO 4.1 Discussion: Assessment
  - SLO 4.1 Grade 4 STAAR
  - SLO 4.1 Grade 7 STAAR

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).

- SLO 5.1 Candidates understand how to interpret, analyze, evaluate, and produce (EC6 Texas ELA ST XII; Texas PPR IV)
  - SLO 5.1 Digital Media

Below are the TX English Language Arts & Reading Generalist EC-6 Standards that are assessed within this course:

Standard IV Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of context to support the development of young students’ literacy.

  - 4.3k The beginning teacher knows and understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language
  - 4.5k The beginning teacher knows and understands the importance of modeling and encouraging reading for pleasure and lifelong learning

Standard VII Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

  - 7.2s The beginning teacher is able to use a variety of instructional strategies to enhance students’ listening and reading comprehension, including helping students link the content of texts to students’ lives and connect related ideas across different texts
  - 7.4k The beginning teacher knows and understands reading comprehension as an active process of constructing meaning
  - 7.5k The beginning teacher knows and understands factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts
7.12k The beginning teacher knows and understands how comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and 'sending home' libraries.

7.15k The beginning teacher knows and understands comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks.

7.16k The beginning teacher knows and understands different purposes for reading and associated reading strategies.

7.18k The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies.

**Standard X Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

- 10.4k The beginning teacher knows and understands how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading.
- 10.6k The beginning teacher knows and understands the reciprocal nature of assessment and instruction and how to use assessment results to select instructional strategies and materials.

**Standard XII Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

- 12.4k The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies.

**Below are the TX Pedagogy and Professional EC-12 Standards that are assessed within this course:**

**Standard I** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.6s The beginning teacher is able to use the Texas Essential Knowledge and Skills (TEKS) to plan instruction.
- 1.7s The beginning teacher is able to exhibit appropriate knowledge of a subject to promote student learning.
- 1.13s The beginning teacher is able to develop instructional goals and objectives that are able to be assessed.
- 1.21s The beginning teacher is able to use varied activities and instructional groupings to engage students in instructional goals and objectives.
- 1.25k The beginning teacher knows and understands the role of assessment in guiding instructional planning.
- 1.29s The beginning teacher is able to use assessment results to help plan instruction for groups of students or individuals.
- 1.30k The beginning teacher knows and understands the connection between the Texas statewide assessment program, the TEKS, and instruction.

**Standard II** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- 2.4k The beginning teacher knows and understands the importance of communicating enthusiasm for learning
- 2.7k The beginning teacher knows and understands how to organize student groups to facilitate cooperation and productivity

**Standard III** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1s The beginning teacher is able to communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
- 3.13s The beginning teacher is able to engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process
- 3.4k The beginning teacher knows and understands skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.8k The beginning teacher knows and understands the importance of promoting students’ intellectual involvement with content and their active development of understanding

**Standard IV** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- 4.13s The beginning teacher is able to enhance content and pedagogical knowledge through a variety of activities

<table>
<thead>
<tr>
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<td>7.19k The beginning teacher knows and understands a range of strategies that students can use to facilitate comprehension before, during, and after reading</td>
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<td>Digital Media</td>
<td>12.4k The beginning teacher knows and understands procedures for producing visual images, messages, and meanings to communicate with others</td>
<td>4.13s The beginning teacher is able to enhance content and pedagogical knowledge through a variety of activities</td>
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<td>Workshop Lesson Plan</td>
<td>7.18k The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies</td>
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III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support -

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

• For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

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

DROPBOX: (50 points)

• T-Cert Certificate: After completion of a practice module for the TExES PPR exam, Candidates will provide a proof of completion certificate

• Literature Circle Assignment (4 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 Reflection (4 points): 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.

• Grand Conversation Connection (4 points): A reading response will be written from a student perspective with a connection to a text to text, text to self, or text to world infused.

• Assessment (4 points): An intervention plan will be written based on a classroom fifth grade scenario of students who have failed the fourth grade state reading assessment.

• Grade 4 STAAR April 2013 (4 points): Candidates will take the grade 4 STAAR release reading test noting metacognitive strategies

• Grade 7 STAAR April 2013 (4 points): Candidates will take the grade 7 STAAR release reading test noting metacognitive strategies

• Comparing the STAAR Tests (8 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

• Digital Media (8 points): Candidates will make a visual detailing what it means to build on best practices

• Workshop Lesson Plan (10 points): A lesson plan that utilizes all components of the Reading Workshop will be crafted utilizing an authentic text of the Candidate’s choice

DISCUSSIONS: (18 points)

• Introductions (4 points) – Share Your Reading Life
• Comprehension Instruction (4 points) – What we Know
• Comprehension Instruction (4 points) – Jamika’s Story
• Assessment (4 points) – What does Assessment mean to YOU?
• Build on Best Practices (2 points) – Digital Media
QUIZZES: (32 points)

- Quiz over Syllabus and Timeline (2 points)
- Quiz on GRR and Reading Formats (5 points)
- Quiz on Comprehension (10 points)
- Quiz on Assessments (5 points)
- Final Exam (10 points)

**Professionalism** You are expected to show initiative and to **actively participate** in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face-to-face classroom environment. Work is to be professional, neat and have the quality and integrity expected of a future teacher. **Correspondences, whether by e-mail or in writing are expected to be professional.**

**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</th>
<th>Points</th>
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<tbody>
<tr>
<td>Dropbox and Discussions</td>
<td>68 points (68%)</td>
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<tr>
<td>Quizzes</td>
<td>32 points (32%)</td>
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</tbody>
</table>

- **A** 90 – 100%
- **B** 80 – 89%
- **C** 70 – 79%
- **D** 60 – 69%
- **F** 59% or below

**V. Course TimeLine** *This is also provided as a separate document in D2L:*

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Where to Find Assignment (Modules under Table of Contents on left)</th>
<th>DUE by 11:30PM each week</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19 - Jan 22</td>
<td>Read Before Class Begins module&lt;br&gt;Dropbox T-Cert Certificate&lt;br&gt;Read Syllabus &amp; Timeline module&lt;br&gt;Quiz over Syllabus &amp; Timeline&lt;br&gt;Read American Psychological Association (APA) module</td>
<td>Before Class Begins&lt;br&gt;Syllabus &amp; Timeline&lt;br&gt;American Psychological Association (APA)</td>
<td>Sunday, Jan 24th</td>
<td>2</td>
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<tr>
<td>Jan 25 - Jan 29</td>
<td>Read Welcome to Class module&lt;br&gt;Read RE, pp. 23-30&lt;br&gt;Discussion Board - Share Your Reading Life</td>
<td>Welcome to Class!</td>
<td>Sunday, Jan 31st</td>
<td>4</td>
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<tr>
<td>Feb 1 - Feb 5</td>
<td>Read GRR and Reading Formats module&lt;br&gt;Read RE, pp. 43-50&lt;br&gt;Read BLT, pp. 76-77&lt;br&gt;Read article, <em>A Gradual Release of Responsibility</em>&lt;br&gt;Read article, <em>Benefits of Reading Aloud</em>&lt;br&gt;Read article, <em>Shared Reading</em></td>
<td>GRR and Reading Formats</td>
<td>Sunday, Feb 7th</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Format</td>
<td>Due Date</td>
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| Feb 8 - Feb 12 | Read Comprehension Module (1st half)  
Post to Discussion Board - What we Know  
Read STEL, p. 112-118  
Read RE, pp. 117-124  
Read article, Reading Comprehension - What Works  
Read Jamika’s Story excerpt  
Post to Discussion Board - Jamika’s Story                  | Comprehension                  | Sunday, Feb 14th |
| Feb 15 - Feb 19 | Read Comprehension Module (2nd half)  
Read RE, pp. 122-123, 126, 124, 128, 49, 129  
Read STEL, p. 184  
Complete Checklist – Monitoring for Meaning  
Quiz Comprehension                                             | Comprehension                  | Sunday, Feb 21st |
| Feb 22 - Feb 26 | Read Literature Circles Module (within another module)  
Read article, What's the Next Big Thing for Literature Circles?  
Read RE, pp. 117-121  
Dropbox Literature Circles                                      | Literature Circles (in Contexts for Reading) | Sunday, Feb 28th |
| Feb 29 - Mar 4 | Read Jigsaw Approach Module (within another module)  
Read article, Jigsaw Approach Brings Lessons to Life  
Read Readers Theatre Module (within another module)  
Read STEL, pp. 215-220  
Read Grand Conversation Module (within another module)  
Read STEL, p. 291-293  
Read article, Grand Conversation in the Classroom  
Dropbox Grand Conversation Reflection                           | Jigsaw Approach (in Contexts for Reading)  
Readers Theatre (in Contexts for Reading)  
Grand Conversation (in Contexts for Reading)                   | Sunday, Mar 6th               |
| Mar 7 - Mar 11 | Read Grand Conversation Module (Making Connections to Text)  
Dropbox Grand Conversation Connection                            | Grand Conversation (in Contexts for Reading) | Sunday, Mar 13th |
| Mar 14 - Mar 18 | SPRING BREAK                                                                            | BE CAREFUL AND HAVE FUN!!!    | NOTHING DUE!!    |
| Mar 21 - Mar 25 | Read Reading Assessment Module  
Discussion Board Posting – Assessment  
Read book, pp. 98-101, 101-107, 111  
Quiz – Assessment                                                | Reading Assessment             | Sunday, Mar 27th |
| Mar 24 - Mar 28 | EASTER HOLIDAYS                                                                          | EAT CHOCOLATE EGGS!!          | NOTHING DUE!!    |
| Mar 28 - Apr 1 | Reading Assessment Module (Did it Change your Perspective)  
Read article, Kidwatching to Responsive Teaching  
Read article, What to Notice during Early Conferring  
Dropbox Assessment                                               | Reading Assessment             | Sunday, Apr 3rd   |
| Apr 4 - Apr 8 | Reading Assessment Module (STAAR)  
Dropbox Grade 4 STAAR Reading  
Dropbox Grade 7 STAAR Reading  
Dropbox 4th STAAR, 7th STAAR, Comparing the Tests                | Reading Assessment             | Sunday, Apr 10th  |
| Apr 11 - Apr 15 | Build on Best Practices Module  
Read RE, pp. 185-200  
Dropbox Digital Media  
Dropbox Digital Media                                              | Build on Best Practices        | Sunday, Apr 17th  |
| Apr 18 - Apr 22 | Reading Workshop Plan Module  
Read excerpt, That Workshop Book  
Read STEL, p. 91  
Dropbox TEKS, ELPs, Student Learning Objective SLO                | Reading Workshop Plan          | Sunday, Apr 24th  |
| Apr 25 - Apr 29 | Reading Workshop Plan Module  
Dropbox Mini Lesson, Worktime, Debrief/Share/Seminar               | Reading Workshop Plan          | Sunday, May 1st   |
| May 2 - May 6 | Dropbox Reading Workshop Lesson Plan  
LiveText Reading Workshop Lesson Plan                               | Reading Workshop Plan          | Sunday, May 8th   |
| May 9 - May 13 | FINAL EXAM – open Monday, Tuesday, Wednesday, Thursday; closes at 11:30pm on Thursday, the 12th | Final Exam                     | Thurs, May 12th   |
| ENTIRE COURSE | PROFESSIONALISM – posting to discussion boards; responding and contributing in class; attendance; demeanor; |                            | ALL WEEKS         |
VI. Required Textbooks:


Live Text:

This course has ONE LiveText assessment - Reading Workshop Lesson Plan.

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

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure

VII. Course Evaluations:

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

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

VIII: Student Ethics and Other Policy Information:

Attendance 6.7:

Due to the nature of the class, participation is critical. Being an active face-to-face and/or online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. If you are absent, it is your responsibility to get the missed material from a colleague.

Regular, 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.

Academic Accommodation for Students with Disabilities 6.1, 6.6:

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/

Student Academic Dishonesty 4.1:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

### Withheld Grades Policy 5.5:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### Student Code of Conduct Policy 10.4:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. 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.
To complete Certification/Licensing Requirements, you will be required to:

- 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.

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

- 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.