RDG 398.506
Meeting the Literacy Needs of Diverse Learners
Spring 2016

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 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 strategies and techniques to differentiate instruction for students across the content areas. It will emphasize working with ELLs, struggling readers, and RTI. An action research project will be conducted to address the needs of struggling learners.

PRE-REQUISITES: RDG 318, RDG 320, RDG 390, and RDG 416; to be taken concurrently with MLG 403

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 Middle Level Education (AMLE) and the ESL 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.

PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (MLG PLO 4).

Element B: Middle Level Instructional Strategies
• SLO 3.1k MLG-ELA The beginning teacher know and understands that many students develop word analysis skills (including structural analysis) and reading fluency in a predictable sequence, recognizing that individual variations occur.
  o Assessment: Structural Analysis
• SLO 3.4k MLG-ELA The beginning teacher know and understands factors affecting students’ word analysis skills and reading fluency (e.g., home language, learning disability).
  o Assessment: Reading Reflection
• SLO 3.10k MLG-ELA The beginning teacher know and understands differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas
  o Assessment: Quiz
• SLO 4.2k MLG-ELA The beginning teacher knows and understands reading comprehension as an active process of constructing meaning
  o Assessment: What is Literacy? Paper Assignment
• SLO 4.3k MLG-ELA 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 (e.g., structure, vocabulary)
  o Assessment: Quiz
• SLO 4.5k MLG-ELA The beginning teacher knows and understands the relationship between extensive reading, vocabulary development, and reading comprehension
Assessment: Written Reflection

- **SLO 4.6k MLG-ELA** The beginning teacher knows and understands the use of metacognitive skills in reading comprehension
  - Assessment: Quiz

- **SLO 4.11k MLG-ELA** 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
  - Assessment: Quiz

- **SLO 4.14k MLG-ELA** The beginning teacher knows and understands the importance of providing students with direct, explicit instruction in the use of comprehension strategies
  - Assessment: Mini-Lesson Presentation

- **SLO 4.15k MLG-ELA** The beginning teacher knows and understands a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts)
  - Assessment: Quiz

- **SLO 4.18k MLG-ELA** The beginning teacher knows and understands strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams)
  - Assessment: Application of reading strategies

- **SLO 4.19k MLG-ELA** The beginning teacher knows and understands the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students
  - Assessment: Visual Presentation

- **SLO 4.20k MLG-ELA** The beginning teacher knows and understands the use of technology in promoting reading comprehension
  - Assessment: Book Group Participation & Discussions

**Element C: Middle Level Assessment and Data-informed Instruction**

- **SLO 3.11k MLG-ELA** The beginning teacher knows and understands a variety of informal and formal procedures for assessing on an ongoing basis students’ word analysis skills and reading fluency
  - Assessment: Assessment Reflection Paper

- **SLO 4.21k MLG-ELA** The beginning teacher knows and understands a variety of informal and formal procedures for monitoring and assessing students’ reading comprehension and instructional practices to meet individual students’ needs
  - Assessment: Practice with assessments and instructional practices; add to Lesson Planning Kit

- **SLO 8.1k MLG-ELA** The beginning teacher knows and understands the characteristics and uses of formal and informal literacy assessments (e.g., screening
devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories)
  o Assessment: Informal Reading Inventory (IRI) Administration
• **SLO 8.2k MLG-ELA** The beginning teacher knows and understands formative and summative uses of assessment
  o Assessment: Quiz
• **SLO 8.4k MLG-ELA** 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, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS)
  o Assessment: Action Research Project
• **SLO 4.4 ESL** Candidate will examine current language assessment tools including ACTFL Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (Oral IPT), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA) and Comprehensive English Language Learning Assessment (CALLA).
  o Assessment: Quiz

### 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. 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**: (50 points total)

Assignments will be given to enhance the teacher candidate’s understanding of ways to meet the literacy needs of diverse learners. Quizzes/assessments will be completed in D2L, and assignments will be submitted via D2L. 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 not to 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.

- **What is Literacy? Paper Assignment** (5 points) – You will reflect on literacy in general, in your content area, in-school, and out-of-school. You will read several articles regarding what literacy means today. You will then write a paper addressing your personal definition of literacy, literacy in each content area, in-school and out-of-school literacies, and new literacies. You will submit your paper via D2L Dropbox.
- **Structural Analysis Activity** (1 point) – You will apply the structural analysis strategy to a book that you are reading. You will select a passage from the book and will specify the page number and paragraph number; you will then complete the structural analysis strategy using the selected text. You will submit your completed strategy via D2L.
- **Reading Reflection** (1 point) – After reading articles provided in the course regarding factors affecting students’ word analysis skills and reading fluency, you will complete a written reflection based on your reading. You will submit the reflection via D2L.
- **Visual Presentation** (1 point) – After reading articles provided in the course regarding the reading comprehension of students with different needs, you will create a visual presentation (e.g., PowerPoint, Prezi, Glog) to present an understanding of ways to meet the reading comprehension needs of English language learners and students with disabilities.
- **Informal Reading Inventory** (1 point) – You will administer an informal reading inventory (IRI). As part of the IRI administration, you will complete a running record (including miscues), to calculate accuracy rate. You also will record a literal and inferential retelling. You also have the option to ask your participant to write a summary response. You will submit your IRI materials via D2L.
- **Written Reflection** (1 point) – After reading about the relationship among extensive reading, vocabulary development, and reading comprehension, you will complete a written reflection. This reflection will be submitted via D2L.
- **Semantic Mapping Activity** (1 point) – You will apply the semantic mapping strategy to a book that you are reading. You will select a passage from the book.
and will specify the page number and paragraph number; you will then complete the semantic mapping strategy using the selected text. You will submit your completed strategy via D2L.

- **Book Club Technology Reflection** (2 points) – After participating in a book club, you explore several digital tools (e.g., Wordle, Little Bird Tales) and will write a reflection discussing how such digital tools could be used to promote reading comprehension. You will submit this reflection via D2L.

- **Reading Comprehension Strategy Mini-Lesson Presentation** (10 points) – You will create a presentation to teach a reading comprehension strategy. Your presentation should include an overview of the strategy. You will select a TEKS related to grades 4-8 and will base your presentation on teaching the selected TEKS. You also will select a brief passage of text that you will include in your presentation. As part of your presentation, you will model the strategy and apply it to the TEKS and text you have selected.

- **Assessment Paper** (2 points) – You will complete course readings regarding literacy assessment for diverse learners. After reading, you will write a paper addressing specific aspects of language and literacy assessment, including use with ELLs. You will submit this paper to D2L Dropbox.

- **Action Research Project** (25 points) – Over the course of the semester, you will design and implement an action research project in your Field Experience classroom. Your project should focus on meeting the literacy needs of students in your classroom (remember that literacy elements, such as vocabulary and comprehension, are part of all content areas). You will start by observing your classroom and determining a possible area of need. You will write a research question and will receive feedback. You will design or identify an intervention or strategy to use and will receive feedback. You will create a plan for data collection, including data collection materials (such as a survey or checklist) and will receive feedback. Once you have completed the planning stages, you will collect data in your Field Experience classroom. Once data collection is complete, you will analyze your data. You will report your results and present your project via a template provided in D2L. You will submit individual pieces for feedback at different points in the semester; on-time submission of each piece will be part of the overall grade for this project.

**DISCUSSIONS:** (10 points total)

These discussions are meant to take the place of face-to-face discussions in the classroom. Very specific guidelines are given to you within the course. Please remember that this is a professional community. Discussion posts should be of a professional nature in both content and format. Make sure to use accurate spelling, grammar, punctuation, etc. in the discussion boards; refrain from “text talk.” Additionally, the discussion boards are intended to take the place of in-class discussion and should be viewed as an ongoing dialogue rather than a “read, respond, move on” activity. Please pay attention to due dates so that you post on time and also respond to others’ posts. Posts made after the due date may be penalized or may receive no credit at the instructor’s discretion. Once a discussion board has been “locked” in D2L, it will not be reopened. Make sure to complete all discussions (both your responses and your replies to classmates) by typing in the discussion threads; do not attach your responses in Word documents or as other files. Please note – your initial response to the discussion (when you respond to the prompt/topic/question) is due by the date specified in the course timeline. The discussion board will remain unlocked for you to reply to classmates and engage in academic discourse beyond that due date; however, you must post your initial response according to due dates specified in the syllabus (do not refer to “unlocked” or “visible” dates within the D2L Discussions area when determining the due date for your post). If you post your initial response after the due date specified in the course syllabus, it will be considered late and may not receive credit, even though the discussion board is available. Please note that you should respond to the initial post of each member of your discussion group.
• **Introduction Discussion** (1 point) – Each member of the book group will post an introduction to the discussion board. Members should then respond to one another within the group.

• **Action Research Definition Discussion** (2 point) – Each candidate should post a personal definition of action research to the appropriate discussion board. Candidates then should reply to one another regarding these definitions.

• **Book Club Discussion 1** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 2** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 3** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 4** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 5** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 6** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.

• **Book Club Discussion 7** (1 point) – A member of the book group will serve as discussion leader and will post a question or prompt. All members are expected to respond to the prompt. Additionally, the discussion leader will respond to posts and facilitate discussion. All members should be actively engaged in the discussion.
QUIZZES: (40 points total)

These quizzes will include information presented in the course textbooks and covered within the course. Each quiz will be completed within D2L. Please pay careful attention to the window of availability (start date and time/end date and time) and make sure to complete each quiz when it is available. Once the quiz has closed, it will not be reopened. If you do not complete the quiz during the window of availability, a grade of zero will be earned. Please plan ahead in case of technical difficulties. If you experience trouble with D2L while attempting to access, complete, or submit a quiz, please call OIT at 936-468-1919. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing a quiz; in the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the professor ahead of time, you must contact the instructor via D2L email within 24 hours of missing a quiz 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 make up a missed quiz, in which case a grade of zero will be earned. Only one (1) attempt is allowed for each quiz; there are no “re-do” opportunities. The final exam follows a format similar to that of the course quizzes. The final exam is cumulative and focuses mainly on information presented in the 40 Strategies and Differentiated Instructional Management textbooks. Only one (1) attempt is allowed for the final exam; there is no “re-do” opportunity.

- **Syllabus Quiz** (1 point) - This quiz covers information presented in the course syllabus and should be completed the first week of class.
- **Vocabulary, Fluency, and Comprehension Quiz** (10 points) – This quiz focuses mainly on material in Sections I, II, III, and IV of the 40 Strategies textbook.
- **Differentiated Instruction & Assessment Quiz** (9 points) – This quiz focuses mainly on material in chapters 5 & 6 of the Differentiated Instructional Management textbook and assigned readings related to language assessment tools.
- **Final Exam** (20 points) - This exam follows a format similar to that of the course quizzes and is cumulative. The final exam will include information from the 40 Strategies textbook and the Differentiated Instructional Management textbook.

IV. Evaluation and Assessment (Grading):

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

<table>
<thead>
<tr>
<th>Dropbox and Discussions</th>
<th>60 points (60%)</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>40 points (40%)</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<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.
Professionalism:

You are expected to show initiative and to **actively participate** in this course. 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 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 (Modules under Content Browser on left in D2L)</th>
<th>DUE by</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Jan. 19 - Jan. 22 (Jan. 18 holiday) | **40 Strategies for Middle & Secondary Classrooms: Developing Content Area Literacy (DCAL)** – required textbook  
**Differentiated Instructional Management (DIM)** – required textbook  
**Infinity Ring (IR)** – required book  
Read Before Class Begins module in D2L  
Read Syllabus & Timeline module in D2L  
Read LiveText module in D2L  
Read American Psychological Association (APA) module in D2L  
**Quiz** - Syllabus and Timeline  
**Post to Discussion Board** – Introductions (within your book group) | Before Class Begins  
Syllabus & Timeline  
LiveText  
American Psychological Association (APA)  
Quizzes  
Discussions | Sunday, Jan. 24 | 1  
1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Jan. 25 - Jan. 29 | **Read Module 1: Action Research**  
  Post to Discussion Board – Action Research Definition  
  *Note: You will only complete the Action Research Definition assignment this week within Module 1. You will return to this module throughout the semester.* | Sunday, Jan. 31 | 1      |
| Feb. 1 - Feb. 5 | **Read Module 2: What is Literacy?**  
  Dropbox – What is Literacy? Paper | Sunday, Feb. 7 | 5      |
| Feb. 8 - Feb. 12 | **Read Module 3: Vocabulary**  
  Read Section I in DCAL  
  Read Prologue-chapter 4 in Infinity Ring (IR) book  
  Dropbox – Structural Analysis  
  Post to Discussion Board – Book Group 1 | Sunday, Feb. 14 | 1      |
| Feb. 15 - Feb. 19 | **Read Module 4: Fluency & IRIs**  
  Read Section II in DCAL  
  Read chapters 5-9 in IR book  
  Dropbox – Reading Reflection  
  Dropbox – Visual Presentation  
  Dropbox - Informal Reading Inventory (IRI)  
  Post to Discussion Board – Book Group 2 | Sunday, Feb. 21 | 1      |
| Feb. 22 - Feb. 26 | **Read Module 5: Comprehension of Narrative Text**  
  Read Section III in DCAL (if not using 1st edition, make sure to read about Imagination Recreation strategy)  
  Read chapters 10-14 in IR  
  Post to Discussion Board – Book Group 3  
  Dropbox – Action Research Question | Sunday, Feb. 28 | (part of 25 points) |
<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Feb. 29 - March 4</td>
<td><strong>Read Module 6: Comprehension of Informational Text</strong>&lt;br&gt;Read Section IV in DCAL&lt;br&gt;Read chapters 15-19 in IR&lt;br&gt;Post to Discussion Board – Book Group 4&lt;br&gt;Quiz – Vocabulary, Fluency, &amp; Comprehension Quiz</td>
<td>Module 6: Comprehension of Informational Text&lt;br&gt;DCAL&lt;br&gt;IR&lt;br&gt;Discussions&lt;br&gt;Quizzes&lt;br&gt;Sunday, March 6&lt;br&gt;1&lt;br&gt;10</td>
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<tr>
<td>March 7 - March 11</td>
<td><strong>Read Module 7: Critical Thinking</strong>&lt;br&gt;Read Section VI in DCAL&lt;br&gt;Read chapters 20-24 in IR&lt;br&gt;Post to Discussion Board – Book Group 5&lt;br&gt;Dropbox – Action Research Assessment &amp; Timeline</td>
<td>Module 7: Critical Thinking&lt;br&gt;DCAL&lt;br&gt;IR&lt;br&gt;Discussions&lt;br&gt;Dropbox&lt;br&gt;Sunday, March 13&lt;br&gt;1&lt;br&gt;(part of 25 points)</td>
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<tr>
<td>March 14-18</td>
<td><strong>Spring Break</strong></td>
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<td>March 21 - March 23</td>
<td><strong>Read Module 8: Writing in the Content Areas</strong>&lt;br&gt;Read Section VII in DCAL&lt;br&gt;Read chapters 25-29 in IR&lt;br&gt;Dropbox – Written Reflection&lt;br&gt;Dropbox - Semantic Map&lt;br&gt;Post to Discussion Board – Book Group 6</td>
<td>Module 8: Writing in the Content Areas&lt;br&gt;DCAL&lt;br&gt;IR&lt;br&gt;Dropbox&lt;br&gt;Dropbox&lt;br&gt;Dropbox&lt;br&gt;Dropbox&lt;br&gt;Discussions&lt;br&gt;Sunday, March 27*&lt;br&gt;(*Note: Submit early if you wish to avoid working during Easter holiday)&lt;br&gt;1&lt;br&gt;1&lt;br&gt;1</td>
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<td>March 29 - April 1</td>
<td><strong>Read Module 9: Digital Tools</strong>&lt;br&gt;Read Section V of DCAL&lt;br&gt;Read chapters 30-36 in IR&lt;br&gt;Post to Discussion Board – Book Group 7</td>
<td>Module 9: Digital Tools&lt;br&gt;DCAL&lt;br&gt;IR&lt;br&gt;Discussions&lt;br&gt;Sunday, April 3&lt;br&gt;1</td>
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<tr>
<td>April 4 - April 8</td>
<td><strong>Read Module 10: Differentiated Learning Environments and Models</strong>&lt;br&gt;Read chapters 1-2 in DIM&lt;br&gt;Dropbox – Book Club Technology Reflection</td>
<td>Module 10: Differentiated Learning Environments and Models&lt;br&gt;DIM&lt;br&gt;Dropbox&lt;br&gt;Sunday, April 10&lt;br&gt;2</td>
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Attendance and participation are expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3 or more) times per week and visiting course content. Participation involves logging in to the course several times per week, completing and submitting all course work (including discussions, quizzes, and dropbox assignments), and reading course-related email and announcements. 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:** Antonacci, P., & O'Callaghan, C. (2011). *40 strategies for middle and secondary classrooms: Developing content area literacy*. Sage. ISBN: 978-1-4129-7283-3 [This is the 1st edition and is the preferred text for the course. The second edition is also available if you choose to obtain the newer text.]


**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 email 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.

Recommended text:


**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. 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. Please be aware that in addition to simply logging on, you are expected to participate in online discussions, complete course readings, and complete course work (e.g., assignments, quizzes, etc.). Evidence of frequent, consistent participation, by submission of discussions, assignments, or quizzes, in an online class is vital to your success in this course. 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.

While this class meets online and much flexibility is offered, students are expected to check in minimally several times per week. Your progress and visits are tracked and monitored closely. Candidates who fall behind and complete much of the coursework late may see their overall grade lowered. Acceptance of late work is to permit flexibility in your busy lives and to absorb some of technology and life’s unanticipated surprises; it is not an invitation to cram learning. Please work ahead to avoid problems and to maximize your potential for learning in this class.

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:
- 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

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).

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<tr>
<th>Withheld Grades</th>
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<td>Grades Policy</td>
<td>Semester</td>
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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/participation;
- 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.