Reading and Information Literacy

I. Course Description:

The study of reading and writing processes, language development, and conventions of writing and content reading. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes 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.

Program Learning Outcomes:

1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes:

A. Course Objectives- So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:

1. Describe major concepts in reading and writing processes as well as language development.

2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.

3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk, special populations, racial/ethnic/cultural differences, etc.)

The concepts and skills acquired in SED 372 build upon concepts of learning theory found in SED 370, as well as information about curriculum design found in SED 371, and will be applied to lesson design and instructional strategies as part of the internship in SED 460 and Student Teaching in SED 442.

B. State- The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us). SED 372 will specifically focus upon Competencies 004, 007 and 009:

Competency 004- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

Competency 007- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.

Competency 009- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

C. University Core Values- In the College of Education at Stephen F. Austin State University, we value and are committed to:

- 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.

**D. ELL Standards**

1. **I.001.1** Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

2. **I.001.3** Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

3. **I.001.4** Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

4. **I.002.3** Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

5. **I.002.4** Analyzes the interrelatedness of first-and second language acquisition and ways in which L1 may affect development of L2.

6. **I.004.4** Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

7. **I.004.5** Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.

8. **I.005.1** Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

9. **I.005.2** Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

10. **I.005.3** Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

11. **I.005.4** Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.

12. **I.005.5** Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

13. **I.006.4** Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialize language and vocabulary, familiarity with the
structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

14. II.007.2 Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.

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

1. **Reading and Writing Processing/Modeling/Reflection Homework Activities (200 pts.)** Students will create various products that reflect class topics and models of instructional and comprehension strategies they will later use with students in the classroom. They will include, but are not limited to: Bell Ringer Activities, GoogleDoc Assignments, Admit Slips, Exit Slips, and Socratic Seminars. These would be turned in through D2L or in class after the activities.

   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

   **Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2**

   2. **Team Teach – Introductions to lesson topics (25 pts)** – Choose one of the following to introduce topics the class. 1) Background Knowledge, 2) Vocabulary, 3) Accessible Text, 4) Notes, 5) Graphic Organizers, 6) Media, and 7) Post Assessment. You and 2 or 3 of your peers will look at Twitter feeds from classmates and plan an introduction for the following class day. This is similar to knowing your students interests and needs and planning lessons around those.

   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

   **Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, and cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.**

   3. **Lesson Plan Workshop (3@50pts)** For this assignment, you will be working with the lesson plan format provided or one that you use in your content area. The purpose of the lesson plan workshop is to learn to plan lessons with the teaching strategies presented across the course.

   For the workshop, you will teach a mini-lesson to other students who may or may not be in your specific content area. One group member will present a partial lesson plan that he/she created/modified. The lesson plan will implement the teaching practices/reading strategies presented in the course readings for the week (pre, during, or post). Across the lesson plan
workshops, each group member will present 3 mini-lessons and provide feedback for their group members’ lessons. The lesson will include

1) **Context**  
2) **Rationale**  
3) **Content objective (TEKS)**  
4) **Language objective (ELPS)**  
5) **Strategy**  
6) **Materials/Technology**  
7) **Differentiated Instruction** and  
8) **Closure**

Class members (students) will participate in the presentation of the lesson and offer written feedback based on their own understanding of the incorporated teaching practices/reading strategies. The lessons are worth 40 points, the total for the feedback sheet is 10 points, receiving 50 points for creating the pre-during-after reading activity. **A minimum of one lesson must integrate technology.**

**Ties in to SFASU value of Academic excellence through critical, reflective, and creative thinking and Collaboration and shared decision-making.**

**Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.**

**4. CO-Teach (100 pts)** Students will create and teach a lesson to the class using Pre/During/Post reading and writing strategies. Detailed instructions for the lesson design format will be provided in class. As part of the lesson plan format, students are required to use these strategies as related to the appropriate TEKS, available at [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148) and ELPS, [http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html) or see handout.

1) **Purpose/goal**  
2) **Rationale**  
3) **Content objective (TEKS)**  
4) **Language objective (ELPS)**  
5) **Pre/During/Post Reading Activity**  
6) **Focus (bell ringer)**  
7) **Materials/Technology**  
8) **Differentiated Instruction**  
9) **Homework and**  
10) **Closure**

**Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.**

**Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.**

**5. Field Experience (100 pts.)** Each candidate is expected to complete 10 hours of field experience during SED 372. The professor will provide
guidance on how to complete this requirement during summer term.

**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.**

**Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, and cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.**

6. **Portfolio of Reading and Writing Strategies (100 pts.)** *LiveText assignment* The portfolio will include literacy strategies for the student’s content area in both reading and writing as well as strategies for working with special populations that promote student success in the classroom and beyond.

**Ties in to SFASU value of Life-long Learning.**

**Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.**

**Professional Growth Opportunities (15 pts. each, maximum 2)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to one educational experience outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. Any observations at camps, community activities, etc. will count towards professional growth. A typed 1-2 page reflection from individual opportunities is required.

**Ties in to SFASU value of Life-long Learning.**

**Quality of Assignments**

- All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be penalized at my discretion.
- All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting.
- All written assignments must be in 12-point Times New Roman, double-spaced, with 1" margins and in APA style.
- All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.
- Any Quick Classroom Assessment will be turned in for extra credit and students must be present to receive credit (Shades of Meaning, Poster Points, etc.)

**These assignments will be considered as part of your grade on each assignment. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher. Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

Late assignments will result in a 10 point reduction, not exceeding two class days

Changes
The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

IV. Evaluation and Assessments (Grading):

To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through D2L with total points. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

**Note- Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.**

V. Tentative Course Outline/Calendar:

Calendar can be subject to change at the discrepancy of the instructor; students will be notified.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Homework for next class</th>
<th>Strategies</th>
<th>My Notes</th>
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<tbody>
<tr>
<td>Wed Jan 20</td>
<td>Course Intro &amp; Syllabus</td>
<td>Reading/Preparation/Video for class – Fisher/Frey; Articles (D2L)</td>
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<td>-What is Reading in the Content? Disciplinary Literacy?</td>
<td>Handouts (H/O)</td>
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<td>-Literacy Definitions (#1)</td>
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<td>Mon Jan 25</td>
<td>-Setting the Stage “Fake Reading”</td>
<td>Homework</td>
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<td>-Articles</td>
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<td>1. Introduction to Act of Reading (traditional content)</td>
<td>Finish Articles (D2L)</td>
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<td>2. Remodeling Literacy (Non-traditional content)</td>
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<td>Wed Jan 27</td>
<td>-Compare article questions</td>
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<td>Date</td>
<td>Topics</td>
<td>Reading/Homework for next class</td>
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<td>Mon</td>
<td><em>Lesson Planning for Literacy and Thinking</em></td>
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<td>-TEKS, ELPS, CCRS</td>
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<td>Feb 1</td>
<td>What is “Text”? Who is responsible?</td>
<td>-Team Introductions</td>
<td>-Think-Pair-Share</td>
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<td>-Reciprocal Teaching</td>
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<td><em>Pre'Reading Motivation,</em></td>
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<td>-Visual Displays</td>
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<td>Feb 3</td>
<td>Pre Reading List</td>
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<td>-Demonstrations</td>
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<td>*Team #1 Introduction</td>
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<td>-Questions</td>
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<td>Building Prior Knowledge</td>
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<td>-KWL Chart</td>
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<td>Mon</td>
<td>Purpose - The House</td>
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<td>Feb 8</td>
<td>Building a Framework</td>
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<td>*Team #2 Introduction</td>
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<td>Vocabulary</td>
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<td>Wed</td>
<td><strong>Submit changes to lesson plan and feedback sheets to D2L, 11:55 pm.</strong></td>
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<td>Working with ELLs</td>
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<td>Feb 10</td>
<td>(2) Pre Strategy Workshop</td>
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<td>Mon</td>
<td><strong>Meet at Nacogdoches HighSchool office at 11:10 - 12:00</strong></td>
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<td>Field Experience GrandCentral Station</td>
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<td>Feb 15</td>
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<td>Megan Ivy-Special Education / RTI</td>
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<td>Wed</td>
<td>-Self Monitoring &amp;</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Homework</td>
<td>Strategies</td>
<td>My Application</td>
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<td>Feb 17</td>
<td>Questioning</td>
<td><strong>Homework</strong></td>
<td>Socratic Seminar readings</td>
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<td>-Comprehension &amp; Learning</td>
<td>D2L Articles</td>
<td>Tovani 4 or 5</td>
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<td>Mon Feb 22</td>
<td>(3) Socratic Seminar</td>
<td><strong>Homework</strong></td>
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<td>Article on D2L Text Structure – Be able to explain your pattern</td>
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<td>Wed Feb 24</td>
<td>During Reading Strategies</td>
<td><strong>Homework</strong></td>
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<td>Text Patterns</td>
<td>F/F Ch.4</td>
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<td>Tweet #4 Mon 11:55 pm</td>
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<td>What accessible text will you use?</td>
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<td>Topic</td>
<td>Reading/Homework</td>
<td>Strategies</td>
<td>My Application</td>
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<td>Mon Feb 29</td>
<td>During Reading Strategies</td>
<td><strong>Homework</strong></td>
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<td>Team #3 Accessible Text</td>
<td>F/F Ch. 4</td>
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<td>Read Alouds</td>
<td>Tweet #5 Mon 11:55 pm</td>
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<td>Wed Mar 2</td>
<td>During Reading Strategies</td>
<td><strong>Homework</strong></td>
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<td>Fisher/Frey Ch. 5 Questions</td>
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<td>Tweet #5 Mon 11:55 pm</td>
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<td>Mon Mar 7</td>
<td>During Reading</td>
<td><strong>Homework</strong></td>
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<td>Team #5 Graphic Organizers</td>
<td>Prepare for During Workshop</td>
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<td>*Add ELPS and Language Objective</td>
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<td>Wed Mar 9</td>
<td>English Learners</td>
<td><strong>Homework</strong></td>
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<td>Literacy and Language</td>
<td>Article Making Reading…After</td>
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<td>Cummins &amp; Krashen</td>
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<td>(4) During Strategy</td>
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<td>Mon Mar 21</td>
<td>Workshop</td>
<td>Fish/Ch 9</td>
<td>Spring Break M-F</td>
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<td>Mon Mar 21</td>
<td>Post Reading Strategies</td>
<td>Formal/Informal Assessments and the Role of Literacy/Technology</td>
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<td>Wed Mar 23</td>
<td>#5 Team Post Strategy</td>
<td>Writing – the other Literacy</td>
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<td>Wed Mar 30</td>
<td>#6 Team Media Literacy</td>
<td>What does it look like in your content area?</td>
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<td>Wed Apr 6</td>
<td>Post Workshop</td>
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<td>Mon Apr 11</td>
<td>Lesson Presentations</td>
<td>(7) Teach a Lesson 45 minutes</td>
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Wed Apr 13 | Lesson Presentations
---|---
Mon Apr 18 | Lesson Presentations
Wed Apr 20 | (8) PORTFOLIO/Disposition
| --Live Text/D2L – by Wednesday
Mon Apr 25 | Lesson Presentations
Wed Apr 27 | Lesson Presentations
Mon May 2 | Lesson Presentations
| (9) Field Experience Hours
| & Reflection
Wed May 4 | Lesson Presentations

VI. Readings (Required — including texts, websites, articles, etc.):


2. Access to copy of TEKS in your content area and ELPS. Texas Essential Knowledge and Skills – TEKS English Language Proficiency Standards – ELPS. Also, the next phase of learning for students - College Career and Readiness Standards - CCRS.

3. **Technology/Apps** - Gmail account for GoogleDoc Assignments, Twitter account for Team Introductions, Polleverywhere, Kahoot, Socrative Seminar, and other social media sites. This course is technology embedded. Please bring a device with internet capability every day. A few iPads can be checked out in class if needed.

4. **LiveText** : 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 any questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

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: Found at SFA Policies

Class Attendance and Excused Absence: Policy 6.7

a. Personal Days-You are expected to attend all classes, arrive on time, and actively participate in class. If you know you are going to be out, please let me know. This is a professional courtesy that must become part of your routine. You may notify me by phone or email, or advise me during class time. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically. If you submit it electronically, a paper copy must be submitted on the day of your return. If you miss more than 2 unexcused absences, that will result in a drop in letter grade. If you are tardy or leave class early more than twice, that will result in an absence.

b. Excused Absences-You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

c. Unexcused Absences-Absences other than those listed above will be considered unexcused. after 2 unexcused absences, this will result in a drop in letter grade for the semester. For example: A student that earns an A and has 3 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester, etc. Vacations, work camps, or any absences not related to SFA activities are considered unexcused.
d. Late to Class/Leaving Early – Two tardies or two leaving early results in one absence. You need to be in class the full 1 hour and 15 minutes to participate in all of the activities we create and work on, being late or leaving early will result in confusion and misplaced dates for assignments.

e. Sleeping in class is not an acceptable behavior and will be evaluated as an absence. As a professional teacher, you will be responsible for other peoples’ children – choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training.

**Remember; you are developing professional dispositions that will define you for the course of your career. Missed quizzes/exams may only be rescheduled in cases of documented personal illness or family emergency.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 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/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 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 a
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise;
- 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

- submitting an assignment as if it were 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 an Internet source or another source
- incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam,
Failure Clause
You can immediately earn an F in this course due to the following reasons:

- Your placement site asks for you to be removed
- You have more than 5 absences or 5 late arrivals/early departures
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- Failure to complete Intern Supervisor Assignments
- Any other egregious acts of non-professional behavior

Students 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 except as allowed through policy [i.e., Active Military Service (6.14)]. 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 (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at iCare or call the office at 936-468-2703.

Mobile Technology

Tablets are encouraged and will be provided in class for those students without technology access. During discussions and presentations, technology will be turned off or put away to provide the attention to the speaker. When not used during class, please turn off any mobile devices. If you are expecting an important call during class time, please inform the instructor before class. It is disrespectful to the instructor and/or presenter to be texting or being on social media during presentations. The instructor reserves the right to ask you to put your phone away. Mobile phones or other texting devices are prohibited during test administration. Please put all iPods in your bags and do not listen to them in class. Any flash files, mobile technology, and tablets are permitted and encouraged during class/research presentations.
Additional Information:

To complete a certification requirement related to public education in Texas 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. 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.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.

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.