Stephen F. Austin State University
Early Literacy Development
RDG 318.506
Online Course – Middle Level Grades Completer Program
Spring 2011

Instructor Information

Dr. D. Michelle Williams
Assistant Professor
Middle Level Grades Online Completer Program
Department of Elementary Education
PO Box 13017 SFA Station
Stephen F. Austin State University
Nacogdoches, Texas 75962
(936) 468-1597
Fax: (936) 468-1701
williamsdm@sfasu.edu

Office Hours:
Monday:  1:00 – 2:00 p.m.
Tuesday:  1:15 – 3:15 p.m.
Wednesday: 1:00 – 2:00 p.m.
Thursday: 10:30-11:30 a.m.
Friday: By Appointment Only

COURSE DETAILS

Prerequisites: Sophomore status (or close to 33 hours). Access to Internet www.mysfa.sfasu.edu and Real One player www.oit.sfasu.edu/webct/oitresources.html.

I. Course Description

A study of early literacy development, assessment, and instruction. This is an introductory foundational course in reading. Instruction is geared toward general but solid understanding of the literacy development process. Topics include how to teach reading to very young children, how to assess these children, and how to begin planning appropriate instruction for them. This course is aligned with state (TExES) and national (NCATE) teaching standards for reading. The course also links with the standards of the National Association for the Education of Young Children as well as the International Reading Association Standards for Reading Professionals.

- TExES EC-6 Standards http://ritter.tea.state.tx.us/teks/
- TExES 4-8 Standards http://www.texas.ets.org/assets/pdf/testprep_manuals/117_elar4_8_55054_web.pdf
II. Intended Learning Outcomes/Goals/Objectives

The College of Education’s Conceptual Framework (Vision, Mission, and Core Values) describes a shared vision and purpose for the SFASU College of Education. The Framework provides coherence for the curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish SFA graduates from those of other institutions. This course provides the foundation needed to successfully complete the remaining reading courses and field experiences in our program.

Program Learning Outcomes (PLO)

Upon completion of the program, teacher candidates are expected to

1. have the professional knowledge and skills required of an entry-level pre-k through 6th grade educator in Texas public schools.
2. have the prerequisite subject area content and professional knowledge necessary for an entry-level pre-k through 6th grade position in Texas public schools.
3. have the dispositions identified in the Perkins College of Education Conceptual Framework which lead to successful teaching experiences for pre-k through 6th grade.
4. have the ability to implement appropriate instruction while impacting the family/school relationship for pre-k through 6th grade.
5. engage in critical reflection of values or dispositions for pre-k through 6th grade.

Student Learning Outcomes (SLO)

In keeping with the College of Education goals for academic excellence this course carefully guides and supports the prospective teacher candidate through a variety of ways to learn and master reading content in order to begin the journey toward becoming an effective teacher in the elementary classroom. Upon completion of this course, teacher candidates are expected to be able to

1. Define reading and demonstrate knowledge of theories and models of literacy development as these relate to personal beliefs, instructional practice, and continued professional development.
2. Demonstrate knowledge of the impact of background knowledge and cultural, linguistic, and cognitive factors on literacy development.
3. Demonstrate an appreciation of the interrelated nature of reading, writing, listening, speaking, viewing, and representing in supporting a community of continuous learners to promote literacy competency.
4. Demonstrate the ability to apply strategies for improving reading comprehension and vocabulary development at the emergent and beginning stages of literacy development.
5. Demonstrate an understanding of the overall levels and stages of reading, writing, and language development and the relationship to developmentally appropriate instruction.
6. Demonstrate the ability to apply a variety of instructional opportunities to develop oral language at the emergent and beginning stages of literacy development.
7. Demonstrate knowledge of the components of phonological awareness, phonemic awareness and the alphabetic principle and utilize a variety of instructional approaches to help emergent and beginning readers to understand these concepts.
8. Demonstrate knowledge of various methods and practices which encourage the development of fluency at the emergent and beginning levels of literacy development.
9. Demonstrate the ability to apply a variety of strategies in the development of word identification and decoding skills at the emergent and beginning levels of literacy development.
10. Demonstrate knowledge of strategies used by children when learning to read and when comprehending narrative (story) and expository (content area) texts.
11. Demonstrate the ability to apply a variety of methods, materials, approaches, instructional strategies and technology that reflect cultural diversity for comprehensive literacy development at the emergent and beginning stages of reading.
12. Demonstrate the ability to apply multiple forms of assessment to plan literacy instruction and monitor literacy development with emergent and beginning readers.
13. Recognize the importance of continued professional development in language arts, TEKS, and best practices in order to promote student success.
<table>
<thead>
<tr>
<th>SLO / Course Objectives</th>
<th>PLO Strong emphasis</th>
<th>PLO Light coverage</th>
<th>Quizzes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,2,3,4,5</td>
<td></td>
<td>X</td>
<td>Modules</td>
</tr>
<tr>
<td>1 – theories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 – background &amp; diversity</td>
<td>2,4,5</td>
<td></td>
<td>X</td>
<td>Modules; ELL Enlace</td>
</tr>
<tr>
<td>3 – Lang Arts</td>
<td>2,4,5</td>
<td></td>
<td></td>
<td>Modules, RR, Case</td>
</tr>
<tr>
<td>4 – vocabulary &amp; comprehension</td>
<td>2,4,5</td>
<td></td>
<td>X</td>
<td>Modules</td>
</tr>
<tr>
<td>5 – levels / stages, DAP</td>
<td>2</td>
<td>2,4,5</td>
<td>X</td>
<td>Modules, RR</td>
</tr>
<tr>
<td>6 – oral language</td>
<td>2,4,5</td>
<td></td>
<td>X</td>
<td>Modules, ELL Enlace</td>
</tr>
<tr>
<td>7 – phonemic awareness &amp; alphabetic principle</td>
<td>2</td>
<td>2,4,5</td>
<td>X</td>
<td>Modules</td>
</tr>
<tr>
<td>8 – fluency</td>
<td>2</td>
<td>2,4,5</td>
<td>X</td>
<td>Modules, RR</td>
</tr>
<tr>
<td>9 – decoding</td>
<td>2</td>
<td>2,4,5</td>
<td>X</td>
<td>Modules, RR</td>
</tr>
<tr>
<td>10 – cueing systems</td>
<td>2</td>
<td>2,4,5</td>
<td>X</td>
<td>Modules, RR</td>
</tr>
<tr>
<td>11 – instruction, diversity, technology, intervention (RTI)</td>
<td>2</td>
<td>1,2,3,4,5</td>
<td>X</td>
<td>Modules, RR, Case</td>
</tr>
<tr>
<td>12 – assessment</td>
<td>2</td>
<td>1,2,3,4,5</td>
<td>X</td>
<td>Modules, RR, Case</td>
</tr>
<tr>
<td>13 – Discussions - Professionalism</td>
<td>1,2,3,4,5</td>
<td></td>
<td></td>
<td>Modules, Discussion posts and replies.</td>
</tr>
</tbody>
</table>

**BOLD** indicates strong emphasis.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology

• Computer Proficiency. This is a Web-based course administered through myCourses (Blackboard) [http://mycourses.sfasu.edu](http://mycourses.sfasu.edu)
• Discussions. Discussion posting will be assigned throughout the semester in various modules. You will post a quality response and respond to two classmates for full credit.
• Assignments. Assignments vary within each module. Follow the calendar closely.
• Case Study. Students will be required to assess an emerging literacy learner outside of class as part of a case study. The case study will include assessment of a kindergarten level child (that YOU locate), analysis of the assessment, and planned instruction based on the analysis.
• Quizzes. Quizzes vary within each module. Follow the calendar closely.
• Discussions. You are required to post in the discussion and reply to two other student posts.

IV. Evaluation and Assessments (Grading)

Grades will be based on assignments, discussions, quizzes, a case study, participation, and professionalism. (Divide your total points earned by the number of points available to keep track of your average.)

A = 945 - 1050
B = 840 - 944
C = 735 - 839
D = 630 - 734
F = 629 or below
To stay on top, follow the calendar on the home page
Assignments explained in Learning Modules.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DUE DATE</th>
<th>ASSIGNMENT</th>
<th>WHERE TO SUBMIT</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Jan. 24</td>
<td>Getting Started Quiz</td>
<td>Assessments</td>
<td>retakable</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 24</td>
<td>Meet Classmates</td>
<td>Discussion Bd &amp; Assignment Box</td>
<td></td>
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<tr>
<td>15</td>
<td>Jan. 31</td>
<td>Reading Philosophy</td>
<td>Assignment Box</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Feb. 7</td>
<td>Book Chap 1 &amp; 2</td>
<td>Assessments</td>
<td></td>
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<tr>
<td>100</td>
<td>Feb. 14</td>
<td>Book Chap 3 &amp; 4</td>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Apr. 4</td>
<td>Book Chap 6 &amp; 7</td>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>May 9</td>
<td>Book Chap 8 – 12</td>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Feb. 14 (May 2)</td>
<td>Phonemic Aw Quiz</td>
<td>Assessments</td>
<td>Retakable</td>
</tr>
<tr>
<td>25</td>
<td>Apr. 11 (May 2)</td>
<td>Phonics Quiz - Vowels</td>
<td>Assessments</td>
<td>Retakable</td>
</tr>
<tr>
<td>25</td>
<td>Apr. 11 (May 2)</td>
<td>Phonics Quiz - Consonants</td>
<td>Assessments</td>
<td>Retakable</td>
</tr>
<tr>
<td>25</td>
<td>April 11 (May 2)</td>
<td>Phonics Quiz – More</td>
<td>Assessments</td>
<td>Retakable</td>
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<tr>
<td></td>
<td></td>
<td>Vowels</td>
<td></td>
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<tr>
<td>25</td>
<td>Apr. 11 (May 2)</td>
<td>Phonics Quiz – Syllables,</td>
<td>Assessments</td>
<td>Retakable</td>
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<td>Schwa</td>
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<tr>
<td>100</td>
<td>Mar. 14</td>
<td>Running Record Test</td>
<td>Assignment Box</td>
<td>Scan this doc or FAX 936-468-1701 to Dr. Michelle Williams; 3204 Swann Drive, Nacogdoches, TX 75964.</td>
</tr>
<tr>
<td>100</td>
<td>Mar. 28</td>
<td>Case Study part 1</td>
<td>Assignment Box</td>
<td>Find a 4-5 yr old child</td>
</tr>
<tr>
<td>100</td>
<td>Apr. 11</td>
<td>Aiden Case Study part 2</td>
<td>Assignment Box</td>
<td>Watch video, score, report</td>
</tr>
<tr>
<td>100</td>
<td>April 18 (May 2)</td>
<td>318 ENLACE ELL Quiz</td>
<td>Course pages</td>
<td>Score must be entered manually; patience please</td>
</tr>
<tr>
<td>25 (5 points for each Discussion post with 2 replies)</td>
<td>Feb. 14 Mar. 14 Mar. 28 Apr. 11 May 2</td>
<td>Discussion 1 Discussion 2 Discussion 3 Discussion 4 Discussion 5</td>
<td>Discussion tool</td>
<td>Must post and reply to two other posts to get 5 points per item.</td>
</tr>
</tbody>
</table>
## V. Tentative Timeline and Schedule

### CLASS TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>MODULES OR TOPICS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| Jan. 19 | Introduction to Course/Syllabus                                | • Read through course content  
• Purchase books (see syllabus)  
• Take Getting Started Quiz by 1/24                                      |
| Jan. 24 | Module 2 Theory, Theorists Foundations                        | • Review Theories  
• Reading Philosophy Assignment due 1/31 by midnight (see Assignments page)  
• Read Chapter 1 in Early Literacy Instruction (ELI)                        |
| Jan. 31 | Module 2: Stages of Reading                                   | • Read Chapter 2 in ELI  
• Complete ELI Chapters 1 & 2 quiz by 2/7.                                   |
| Feb. 7  | Module 3: Intro, Phonemic Awareness, Alphabetic Principle, Read the Red Book Series | • Complete phonemic awareness quiz (retake once by May 2).  
• Complete Discussion 1 by 2/14  
• Read ELI Chapters 3 and 4  
• Complete ELI Chapters 3 and 4 Quiz by 2/14.                                 |
| Feb. 14 | Module 4: Intro to Assessment                                 | • Read OS pp. 4-13, 37-79  
• Read OS 82-119, 138-144  
• Find an emergent reader (5-6 years old, grades K-1) to assess for Case Study 1. |
| Feb. 28 | Module 4: Assessment-Observation Survey                        | • Study, practice, and prepare to complete the Case Study 1 Observational Survey Assessment with an emergent reader (not your own child). |
| Mar. 7  | Module 4: Assessment-Running Records;                         | • Discussion 2 Due by 3/14.  
• Watch video practice scoring and submit                                        |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due/Delivery Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 14</td>
<td>Spring Break!!!!!!</td>
<td>Enjoy your time!</td>
</tr>
</tbody>
</table>
| Mar. 21| Module 5: Instruction Intro, Variety of Contexts, Variety of Instruction Strategies Running Record Assessment | • Discussion 3 due by 3/28  
• Case Study 1 – Due by 3/28 - fax to Dr. Michelle Williams 936-468-1701 or mail to 3204 Swann Drive, Nacogdoches, TX 75964. |
| Mar. 28| Module 5: Instruction Word Recognition, Phonics, Book Levels, Making Words, Word Walls, Case Study | • Read ELI Chapters 6 & 7  
• ELI Chapters 6 & 7 quiz due 4/4 . |
| Apr. 4  | Module 6: Intervention (RTI-3-Tier): Intro, English Language Learners, Struggling Readers | • Case Study 2 Due 4/11.  
• Complete Phonics quizzes (retakeable).  
• Discussion 4 due 4/11 |
| Apr. 11 | Enlace Module                                                         | You will complete the ENLACE Module for RDG 318 and take the ELL quiz in the module. Use the assignment tool to notify the instructor that you have completed your Enlace quiz by May 2. |
| Apr. 18| Module 6: Intervention RTI-3-Tier)- Struggling Readers English Language Learners | • Finish up Module 6 and Enlace Module – Happy Easter!!!! |
| Apr. 25| ELI Chapters 8 and 9                                                  | • Read ELI Chapters 8 & 9  
• May 2 – LAST DAY TO TAKE THE FOUNDATIONS AND PHONEMIC AWARENESS QUIZZES.  
• May 2 – LAST DAY TO TAKE THE ELL QUIZ.  
• Discussion 5 due by midnight 5/2. |
| May 2   | ELI Chapters 10, 11, and 12                                            | • Read ELI Chapters 10, 11, & 12  
• All phonics quizzes and Enlace quiz close at midnight 5/2.  
• Discussion 5 by 5/2. |
| May 9   | Final Exam                                                            | • ELI Chapters 8-12 quiz open 5/9/2011 at 12:00 a.m. to 5/11/2011 at 11:59 p.m.. |
VI. Readings

Required Textbooks


Optional:


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. Extra credit points (5) will be awarded to those students who complete the course evaluation online.

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:

**Add/Drop Policy:** See http://www.sfasu.edu/upp/pap/academic_affairs/add_drop.html
**Attendance:** The face-to-face meetings are not optional. MLG Online Completer students MUST come to the two day meeting. [http://www.sfasu.edu.upp/pap/academic_affairs/CLASS_ATTENDANCE_AND_EXCUS.html](http://www.sfasu.edu.upp/pap/academic_affairs/CLASS_ATTENDANCE_AND_EXCUS.html)

**Late Work:** Assignments are due as assigned. **Late work will not be accepted except with prior arrangements from the instructor.** All work must be completed to receive an A in the course.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Students with Disabilities:** To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 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. I will be happy to meet with students privately to discuss these accommodations.

**Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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

**Withheld Grades Semester Grades Policy (A-54):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year.
from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Information

Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially given when RDG 318 is taken. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters until they pass the test. ONLINE OR FACE-TO-FACE MEETING REQUIREMENTS: Students in RDG 318 are required to take the Elementary Admissions Test at the SFASU Testing Center on campus. Students have the option of coming to campus either summer I or II or during the break between summer II and the beginning of the fall semester. Students may NOT advance in RDG until they have passed the test.

http://www.education.sfasu.edu/ele/classes/abel/admissionstest.html

Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of the course work. If the GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses.