I. Course Description: (brief paragraph)

An examination of literacy instructional practices that support, engage, and nurture readers across the learning continuum. There is one Live Text assignment related to accountability and accreditation.

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

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- 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.

As students progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.
The following PLO’s are aligned to the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation and the Interstate Teacher Assessment and Support Consortium (InTASC). The SLO’s are aligned to the TX Standards for English Language Arts and Reading EC-6, the TX Standards for Pedagogy & Professional Responsibilities (PPR) EC-12; the TX Standards for English as a Second Language/Supplemental, and Teachers of English to Speakers of Other Languages (TESOL).

Program Learning Outcomes and Student Learning Outcomes:

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

- SLO 1.1 Candidates will exhibit knowledge of Texas PPR Standards (Texas PPR I-IV).
  - SLO 1.1.1 Assessment- EC-6 PPR Release Exam
  - SLO 1.1.2 Assessment- Benchmark II – TExES EC12 PPR Exam

- SLO 1.2 The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
  - SLO 1.2.1 Assessment- Exam 5 (PPR 3.4k)
  - SLO 1.2.2 Assessment- Discussion 9/TEKS and Lesson Planning (PPR 3.8k, 3.1s, 13s)
  - SLO 1.2.3 Assessment- Discussion 10/Impact of K-12 Visual (PPR 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s)
  - SLO 1.2.4 Assessment- Reading Workshop Research Lesson (PPR 3.8k, 3.1s, 13s)

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

- SLO 3.1 Candidates understand that literacy develops over time and progresses from emergent to proficient stages, and that teachers use a variety of contexts to support the development of young students’ literacy
  - SLO 3.1.1 Assessment- Discussion 1/Reading Life (ELAR 4.5k; PPR 2.4k)
  - SLO 3.1.2 Assessment- Discussion 4/Literature Circles and Figure 19 (PPR 2.7k)
  - SLO 3.1.3 Assessment- Discussion 8/ Pre-Assessments & Intervention Plan (ELAR 4.2k; TS1Cii; TS1Fiii, TS5Bi, TS5Di)
  - SLO 3.1.4 Assessment- Discussion 9/ TEKS & Lesson Planning (ELAR 4.2k; TS3Bi; TS1Cii; TS1Fiii, TS5Bi, TS5Di )
  - SLO 3.1.5 Assessment- Exam 6 (ELAR 4.2k)
  - SLO 3.1.6 Assessment- Reading Workshop Research Lesson (ELAR 4.5k)

- SLO 3.2 – Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency (Texas ESL ST IV & V; TESOL 3a,3b, 3c)
  - SLO 3.2 Assessment- Reading Workshop Research Lesson (ELAR 3.1s, 3.13s)

- SLO 3.3 Candidates will understand the importance of reading for understanding and know the components of comprehension and teach young students strategies for improving comprehension.
SLO 3.3.1 Assessment Discussion 4/Literature Circles & Figure 19 (ELAR 10.7k, 7.8k, 7.21k)
SLO 3.3.2 Assessment Discussion 5/Continuum of Comprehension TEKS Table (ELAR 7.3k)
SLO 3.3.3 Assessment Reading Workshop Research & Inquiry Lesson (ELAR 3.1s, 3.13s, 11.1s, 11.2s, 11.3s, 11.4s, 11.5s, 11.6s)
SLO 3.3.4 Assessment STAAR Tests Compare/Contrast Paper (ELAR 7.5k, 6k, 8k, 9k, 10k, 11k, 12k, 15k, 17k, 19k, 10.5k, 11.3s; TS5Di)
SLO 3.3.5 Assessment Exam 2 (ELAR 7.3k, 7.4k, 7.7k, 7.10k, 7.12k, 7.13k, 7.18k, 7.20k, 12.7k, 12.8k, 12.5s)
SLO 3.3.6 Assessment Exam 4 (ELAR 7.5k, 8k, 9k, 15k, 19k, 10.5k)
SLO 3.3.7 Assessment Exam 5 (ELAR 3.4k, 7.6k, 8k, 10k, 11k, 12k, 17k, 19k, 11.3s)

- SLO 3.4 Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.
  - SLO 3.4.1 Assessment Reading Workshop Research Lesson (ELAR 11.3k, 4k, 1s, 2s, 3s, 6s)
  - SLO 3.4.2 Assessment Exam 3 (ELAR 11.3s)
  - SLO 3.4.3 Assessment Exam 5 (ELAR 11.3s)

- SLO 3.5 All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
  - SLO 3.5.1 Assessment Exam 6 (TS 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s; ISTE 3d, 2a, 2b, 2c, 4c, )
  - SLO 3.5.2 Assessment Discussion 10/Impact of K-12 Visual (Tech 6.1k, 2k, 7.4k, 5k, 6k, 6.25s, 7.10s)

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

- SLO 4.1 Candidates will understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
  - SLO 4.1.1 Assessment Discussion 8/Pre-Assessment and Intervention Plan (ELAR 10.4k, 6k; PPR 1.21s; 29s; TS1Cii, TS1Cii; TS1Fii, TS5Bi, TS5Di)
  - SLO 4.1.2 Assessment Discussion 9/TEKS and Lesson Planning (PPR 1.25k, 1.6s, 7s, 13s, 29s; TS3Bi, TS1Cii, TS1Fiii, TS5Bi, TS5Di)
  - SLO 4.1.3 Assessment Exam 4 (ELAR 10.5k)
  - SLO 4.1.4 Assessment Reading Workshop Research Lesson (PPR 1.6s, 7s, 13s, 21s, 29s)
  - SLO 4.1.5 Assessment STAAR Tests Compare/Contrast Paper (PPR 1.30k)

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

- SLO 5.1 Candidates understand how to interpret, analyze, evaluate, and produce (EC6 Texas ELA ST XII; Texas PPR IV)
  - SLO 5.1.1 Assessment Discussion 2/Vocabulary Development Tweet (ELAR 4.13s)
  - SLO 5.1.2 Assessment Discussion 3/Research and Inquiry Tweet (ELAR 11.5s)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

D2L Support -
RDG 322 is web-enhanced. Therefore, you may require technical 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.

You will turn in all assignments on or before the due date shown on our Timeline. Assignments submitted through D2L are due by 11:30 PM of the stated due date. Classroom Activities take place throughout the semester and class attendance is mandatory in order to participate and possibly receive collaboration and cooperative learning points. Failure to complete and submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.

Assignments in this course are deadline driven. Meeting deadlines is an integral part of being a successful teacher. Assignments are submitted and returned through the assignments link in D2L unless otherwise noted. Always keep a copy of your work. If the web is down, send it through email to me right away – and then submit in D2L once it is available. **Do not wait until the last minute to submit assignments to avoid late submissions.**

Dropbox Assignments: (No Late Assignments will be accepted for credit in RDG 322!!)

1. **Reading Workshop Research Lesson (Draft 1)** – This assignment assesses candidates’ knowledge, understanding, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO. 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4).

**Instructions:** To complete the Reading Workshop Research Lesson, you must read the Reading Workshop Modules in Week 4 of the course content. Access the Texas Education Agency website and locate the ELAR 5th grade Research/Inquiry TEKS and student expectation your team has been assigned. Once you identify your TEKS and student expectation, begin to
collaborate with your team and develop different Workshop lessons to teach the same student expectation. Refer to the example lesson for additional support. You may use the biography of your outstanding American. Upload your workshop lesson to the Dropbox on or before the designated due date.

2. **Reading Workshop Research Lesson (Draft 2)** – This assignment assesses candidates’ knowledge, understanding, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4).

**Instructions:** To complete the Reading Workshop Research Lesson (Draft 2), you must read the instructor’s comments on Draft 1 and then make revisions. Lessons with the same errors will be assigned “0.” Remember to collaborate with your team members and study the example lesson. Upload Draft 2 of your workshop lesson to the Dropbox on or before the designated due date and time.

3. **Reading Workshop Research Lesson (Final Draft)** – This assignment assesses candidates’ knowledge, understanding, and application of the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO 1.2.4; PLO 3; SLO 3.1.6, 3.2, 3.3.3, 3.4.1; PLO 4; SLO 4.1.4).

**Instructions:** To complete the Reading Workshop Research Lesson (Final Draft), you must read the instructor’s comments on Draft 2 and make revisions. Lessons with the same errors will be assigned “0.” Remember to collaborate with your team members and study the example lesson. Upload the Final Draft of your workshop lesson to the Dropbox on or before the designated due date and time. Additionally, you must upload the Final Draft of your Reading Workshop Research Lesson Plan to Livetext. **If you fail to submit the final draft to Livetext or submit the wrong assignment to Livetext, you will receive an “F” in RDG 322.**

4. **STAAR Compare/Contrast Paper**– This assignment assesses how Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.3.3; ACEI 3; InTASC 2, 3, 5, 7, 8) and how Candidates understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (PLO 4; SLO 4.1.5; ACEI 4; InTASC 6).
**Instructions:** To complete the STAAR Compare/Contrast Paper, you must collaborate with your team and decide which members will take the 4th grade test and which members will take the 7th grade test. The Discussion Director will email a list with team members' names and the designated test on Tuesday by 11:30 PM (online candidates).

Team members will take the STAAR release test by Wednesday, 11:30 PM and make notes about the complexity, genre of passages, approximate number of words in passages, number of syllables in sentences, length of sentences, types of sentences, taxonomy level of questions according to Bloom, and examples of Tier 2, & 3 vocabulary.

After taking the released test, team members will compare notes and write a team compare and contrast 2-Page paper that follows APA 6th edition guidelines. Each team member will upload a copy of the compare/contrast paper with an appendix section to the Dropbox by the designated date and time. The appendix section should include a screen shot of the 4th or 7th grade answer document he or she completed (online & face-to-face classes).

5. **PD: CITI Program Training Certificates** - The Collaborative Institutional Training Initiative (CITI) Program professional development enhances the knowledge and professionalism of investigators, staff, and students conducting research in the United States and internationally. This PD assesses the portion of PLO 5 that relates to professional ethics and learning (PLO 5; SLO 5.1.6).

**Instructions:** To complete this Dropbox assignment, you must:

- Locate Stephen F. Austin State University so that this training will be free of charge.
- Establish a username and password.
- When you log in using your personal information, you will see several courses in which you can enroll. However, to fulfill the professional development offered in RDG 322, you only need to enroll and complete two courses:
  
  (a) Students conducting no more than minimal risk research and
  
  (b) Social and Behavioral Responsible Conduct of Research Course

- For each of the other questions, you should click “Not at this time. Thank you.”
• Each one of the courses include a number of modules to read and quiz yourself over
• You must achieve at least 80% on both of the final quizzes.
• To receive the 10 points for this professional development, you must scan or screen shot your 2 certificates of completion (Students conducting no more than minimal risk research has several modules but you are only required to complete 4. (1) Conflicts of Interest in Research Involving Human subjects, (2) Privacy & Confidentiality, (3) Belmont Report and CITI Course Introduction, and (4) Students in Research).
• You must complete all 9 modules in the Social and Behavioral Responsible Conduct of Research).
• Upload both to the Dropbox by the end of Week 11.

**Discussions:**

1. **Discussion 1/Reading Life Introduction** - This discussion assesses how Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.1.1; ACEI 3; InTASC 2, 3, 5, 7, 8).

   **Instructions:** To complete Discussion 1: Reading Life Introduction, you must introduce yourself by sharing either your current reading life, or your hopes for a future reading life as a teacher. As you write your introduction, remember to discuss what you read, when, why, where/the location of your personal library, and who motivated you. This introduction is to be written in a narrative (paragraph) format as opposed to bullets or short answers in approximately 300-500 words. You need to write as if you are speaking to us so we can 'see' and 'feel' your passion! Online candidates will post their introductions by the designated day and time. Remember to respond to at least two classmates’ introductions.

   **NOTE:** Candidates in face-to-face classes will bring a typed hard copy of their introduction to class.

   Remember to always write in standard English and check spelling and grammar. Feel free to include a picture of you with your favorite book, a favorite book quote, or anything literary! We look forward to meeting you!

2. **Discussion 2: TWEET/Vocabulary** - This discussion assesses how Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.1.1; ACEI 5; InTASC 9, 10).
Instructions: To complete Discussion 2, you must choose two vocabulary development strategies you read about and explain how you plan to implement them in your classroom. Send a Tweet to an educator forum regarding vocabulary development instruction. Screen shot your Tweet and post to the discussion board along with your explanation of the two vocabulary development strategies. Online classes will post their responses to the discussion board by the designated day and time. Remember to respond to at least two classmates’ postings.

NOTE: Candidates in face-to-face classes will screen shot their Tweet and paste into a Word document. Type a paragraph explaining how you plan to implement two vocabulary strategies in your classroom and bring a hard copy to class on the designated day and time.

3. Discussion 3: TWEET/Research and Study Skills- This discussion assesses how candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.1.2; ACEI 5; InTASC 9, 10).

Instructions: To complete Discussion 3, you must Tweet about the one thing that stood out the most to you regarding teaching upper elementary students to conduct research. Screenshot your tweet page and post to the discussion board by the due date and time (online). Remember to respond to at least two classmates’ tweet.

NOTE: Candidates in face-to-face classes will bring a hard copy of their tweet to class.

4. Discussion 4: Literature Circles and Figure 19- This discussion assesses how candidates use their knowledge of students’, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.1.2 & 3.3.1; ACEI 3; InTASC 2, 3, 5, 7, 8)

Instructions: To complete Discussion 4, you must identify your team’s Figure 19 student expectation.

You are a fifth grade teacher. Collaborate with your team on a 4-week theme for a literature circle and how you will integrate your assigned Figure 19 reading comprehension student expectation. Write a 2-page paper that describes the following components of a literature circle and post to the discussion board by the due date and time (online). The Discussion Director should include all team members’ names on the discussion post. Each team member must respond to at least two classmates’ postings.
NOTE: Candidates in face-to-face classes will bring a hard copy of their literature circles paper to class on the designated day and time.

- Explain your theme, how you will integrate Figure 19 and how students might benefit.
- You must identify 5 books, authors, and a brief description of each book. Use a combination of fiction and nonfiction texts.
- Explain how students will select books.
- Explain how you will grade students as they participate in literature circles.

5. Discussion 5: Continuum of Comprehension TEKS/Table—This discussion assesses how candidates use their knowledge of students’, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.3.2; ACEI 3; InTASC 2, 3, 5, 7, 8)

Instructions: To complete this assignment, each team must download the table from the next page and this week’s Discussion Director will email each team member’s name and what part of this assignment he or she will complete. The Discussion Director will also post this assignment to the discussion board before the due date and time. **ALL team members will respond to at least two other classmates’ postings according to the designated date and time (online).**

Upon completion of this reading comprehension table, write 3 similarities you noticed in K-3 and 3 differences you noticed in the continuum of comprehension TEKS. Also, write 3 similarities in 4-6 and 3 differences you noticed in the progression of comprehension TEKS. **Note:** You coded the TEKS in the table using letters and numbers; however, you must also use professional reading vocabulary when you complete the compare/contrast portion of this assignment.

*For example:* In kindergarten, the “Literary Text/Theme and Genre” objective was labeled ELAR K. 6 A, B, C, however, in First Grade, this objective was labeled ELAR 1. 7 A, B and did not include the knowledge level student expectation, “identify elements of a story including setting, character, and key events.” **(Do not include this example as part of your compare/contrast paper.)**

**NOTE:** Candidates in face-to-face classes will bring a hard copy of the table and summary to class on the designated day and time.

6. Discussion 6: Tweet/Comprehension Article—This discussion assesses how candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain
positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.1.1; ACEI 5; InTASC 9, 10).

**Instructions:** To complete this discussion, each team must access databases such as Academic Search Complete, Google Scholar and ERIC to locate an article on comprehension of upper elementary grades (4-8). Read and summarize the article. Send a Tweet to an educator forum regarding what information from the article stood out the most from your team.

This week's Discussion Director will collaborate with team members and email me the task each member will complete. Further, the Discussion Director will screen shot both the tweeted message and the article abstract or title page. Copy both screen shots into the same Microsoft Word document. Upload the word document to the Discussion board along with a 2-3 sentence summary of the team’s comprehension article by the due date and time (online). Remember to respond to at least two classmates' tweets.

**NOTE:** Candidates in face-to-face classes will bring their comprehension articles and Tweets to class on the designated day and time.

7. **Discussion 7: Research & Inquiry Parent Newsletter** - This discussion assesses how candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.1.4; ACEI 5; InTASC 9, 10).

**Instructions:** To complete this discussion, you must refer to your Reading Workshop TEKS. You must create a simple newsletter to parents that explains your team’s assigned TEKS and also communicates to parents how they can support their child’s development of research & Inquiry skills.

The Discussion Director will coordinate this activity and email the professor each team member's responsibility in order to accomplish this task. The Discussion Director will be responsible for uploading the team’s newsletter to the Discussion board by the due date and time (online).

**NOTE:** Candidates in face-to-face classes will bring their Research & Inquiry Newsletters to class on the designated day and time.

8. **Discussion 8: Pre-Assessments & Intervention Plans** - This discussion assesses how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative
engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.1.3; ACEI 3; InTASC 2, 3, 5, 7, 8) and candidates know, understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (PLO 4; SLO 4.1.1; ACEI 4; InTASC 6).

**Instructions:** To complete this discussion, EC-6 majors must share their “Small Group Pre-assessment Data Reflection” from ECH 350. Prepare to talk about the three assessments administered, students’ strengths and weaknesses, and your reactions to this process.

Post to the discussion board by the designated day and time (online). Remember to respond to at least two classmates’ reflections.

**Special Education** and other majors must discuss assessments given to determine a student’s eligibility for services in language arts. Screenshot the front cover of the assessment and upload with a brief reflection.

**Note:** Online classes will post responses and documents to the discussion board by the due date and time. Also, online candidates will respond to at least two classmates’ documents. Face-to-face classes will bring their “Small Group Pre-assessment Data Reflection” to class.

9. **Discussion 9: TEKS & Lesson Planning OR IEP Components** - This discussion assesses how candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO 2.1.2; ACEI 1; InTACS 1), candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.1.4; ACEI 3; InTASC 2, 3, 5, 7, 8), and candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (PLO 4; SLO 4.1.2; ACEI 4; InTASC 6).

**Instructions:** To complete this discussion, EC-6 candidates must discuss one of their small group lesson plans. They will share the TEKS, ELPS, learning objective, and assessment of the learning objective.

Special Education and other candidates must share and explain the components of an Individualized Education Plan (IEP)
**Note:** Online classes will post responses and documents to the discussion board by the due date and time. Also, online candidates will respond to at least two classmates' documents. Face-to-face classes will bring their lesson plans to class.

10. **Discussion 10: Impact of K-12 Visual** - This discussion assesses how candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (PLO 1; SLO 1.2.3; ACEI 1; InTACS 1).

**Instructions:** For this discussion, EC-6 candidates must create a visual that shows how a teacher impacts student achievement. *(1) You pre-assessed, (2) constructed an intervention plan based on pre-assessment data, (3) developed learner-centered lesson plans and reflected, (4) ongoing assessment of learning objectives, and (5) post assessed.* Use technology to create this visual and label each part. Post your visual to the Discussion Board by the designated date and time *(online candidates).*

**NOTE:** Candidates who are Special Education majors must create a visual that explains the IDEA law. Candidates in face-to-face classes will bring their visuals to class on the designated date and time.

**Exams:**

1. **Exam 1:** This exam assesses candidates' understanding of the expectations for RDG 322.
   
   (Content from RDG 322 Course Syllabus)

2. **Exam 2:** This exam assesses how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.3.5; ACEI 3; InTASC 2, 3, 5, 7, 8) and how candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (PLO 5; SLO 5.1.6; ACEI 5; InTASC 9, 10).
   
   (Content from Chapters 3 and 4/STW book; Vocabulary Development Modules)

3. **Exam 3:** This exam assesses how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.4.2; ACEI 3; InTASC 2, 3, 5, 7, 8).
4. **Exam 4:** This exam assesses how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.3.6; ACEI 3; InTASC 2, 3, 5, 7, 8) and how candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (PLO 4; SLO 4.1.3; ACEI 4; InTASC 6).

5. **Exam 5:** This exam assesses how Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (PLO 1; SLO 1.2.1; ACEI 1; InTACS 1) and how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.3.7, 3.4.3; ACEI 3; InTASC 2, 3, 5, 7, 8).

6. **Exam 6:** This exam assesses how candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (PLO 3; SLO 3.1.5, 3.5.1; ACEI 3; InTASC 2, 3, 5, 7, 8).

IV. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. If you have a question about a grade or feel it is incorrect, bring this to the instructor’s attention within ONE WEEK of the grade posting. **DO NOT wait until dead week OR AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE.** To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned.
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<td>Wednesday, Aug. 30 @12:30 PM</td>
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<tr>
<td>Discussion 2: Tweet/Vocabulary Strategies</td>
<td>3</td>
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<td>Discussion 4: Literature Circles &amp; Figure 19</td>
<td>4</td>
<td>Wednesday, Sept. 27 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 5: Continuum of Comprehension TEKS Table</td>
<td>4</td>
<td>Wednesday, Oct. 4 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 6: Tweet/Comprehension Article</td>
<td>4</td>
<td>Wednesday, Oct. 11 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 7: Parent Newsletter/Research &amp; Inquiry</td>
<td>3</td>
<td>Wednesday, Oct. 18 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 8: Pre-Assessment &amp; Intervention Plan OR Sped Assess.</td>
<td>3</td>
<td>Wednesday, Nov. 1 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 9: TEKS &amp; Lesson Planning OR IEP</td>
<td>3</td>
<td>Wednesday, Nov. 15 @12:30 PM</td>
</tr>
<tr>
<td>Discussion 10: K-12 Impact Visual OR IDEA Law</td>
<td>4</td>
<td>Wednesday, Nov. 29 @12:30 PM</td>
</tr>
<tr>
<td>Dropbox: Reading Workshop Research Lesson (DRAFT 1)</td>
<td>5</td>
<td>Sunday, Sept. 24 @ 11:30 PM</td>
</tr>
<tr>
<td>Dropbox: Reading Workshop Research Lesson (DRAFT 2)</td>
<td>5</td>
<td>Sunday, Oct. 29 @ 11:30 PM</td>
</tr>
<tr>
<td>Dropbox: Reading Workshop Research Lesson (FINAL DRAFT)</td>
<td>5</td>
<td>Sunday, Dec. 3 @ 11:30 PM</td>
</tr>
<tr>
<td>Dropbox: STAAR Compare &amp; Contrast Paper</td>
<td>10</td>
<td>Monday, Dec. 11 @ 11:30 PM</td>
</tr>
<tr>
<td>Dropbox: PD/CITI Program Research Training</td>
<td>10</td>
<td>Sunday, Nov. 12 @ 11:30 PM</td>
</tr>
<tr>
<td>Exam 1: Syllabus</td>
<td>4</td>
<td>Tuesday, Sept. 5 @ 11:30 PM</td>
</tr>
<tr>
<td>Exam 2</td>
<td>5</td>
<td>Monday, Sept. 11 @ 11:30 PM</td>
</tr>
<tr>
<td>Exam 3</td>
<td>5</td>
<td>Monday, Sept. 18 @ 11:30 PM</td>
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<tr>
<td>Exam 4</td>
<td>5</td>
<td>Monday, Oct. 9 @ 11:30 PM</td>
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<tr>
<td>Exam 5</td>
<td>5</td>
<td>Monday, Nov. 27 @ 11:30 PM</td>
</tr>
<tr>
<td>Exam 6</td>
<td>5</td>
<td>Thursday, Dec. 14 @ 11:30 PM</td>
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<tr>
<td>Course Evaluation</td>
<td>1</td>
<td>Monday, Dec. 4 @ 11:30 PM</td>
</tr>
<tr>
<td>Honors Projects</td>
<td></td>
<td>Monday, Dec. 11 @ 11:30 PM</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
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</tbody>
</table>

No Late Assignments will be accepted for credit in RDG 322!!
Earned grades will be assigned at the end of the semester on the following basis:

<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>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>69% and Below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

**RDG 322 Timeline**

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>Required Readings</th>
<th>Assignment Due Dates &amp; Times</th>
</tr>
</thead>
</table>
| Reading/Before Class Begins | - Preparing for TExES PPR Exam  
- Writing Expectations  
- Syllabus & Timeline | |

**Week 1**

Aug 28 & 30

- Week 1 Modules  
- Dr. Williams’ Reading Life  
- Chapter 1: Reading is Thinking, pp. 11-21 (STW book)  
- Chapter 2: Reading is Strategic, pp. 22-29 (STW book)  

- **Discussion 1:** Reading Life Intro, Due Wed, Aug 30 at 12:30 PM  
- **Exam 1:** Opens Friday, Sept. 1 & closes Monday, Sept. 4 on or before 11:30 PM

**Week 2**

Sept 4 & 6

- Week 2 Modules  
- Vocabulary Development Module  
- Chapter 3: Effective Comprehension Instruction, pp. 30-43 (STW book)  
- Chapter 4: Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction, pp. 44-59 (STW book)  

- **Discussion 2:** Tweet/Vocabulary Strategies, Due Wed, Sept 6 at 12:30 PM  
- **Exam 2:** Opens Friday, Sept. 8 & closes Monday, Sept. 11 on or before 11:30 PM
| Week 3  | Sept 11 & 13 | • Week 3 Modules  
PD: CITI Program Research Training  
• Discussion 3: Tweet/Research & Study Skills, Due Wed, Sept 13 at 12:30 PM  
• Exam 3: Opens Friday, Sept. 15 & closes Monday, Sept. 18 on or before 11:30 PM  
• CITI Program Training: Set up Account & Complete 2/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM |
|---|---|---|
| Week 4  | Sept. 18 & 20 | • Reading Workshop Modules  
**Article:** Making Connections: A Workshop for Adolescents Who Struggle with Reading  
**Article:** Middle Ground: Confessions of a High School Teacher  
• Dropbox: Draft 1: Reading Workshop Research & Inquiry Lesson, Due Sunday, Sept 24 at 11:30 PM  
• CITI Program Training: Complete 4/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM |
| Week 5  | Sept 25 & 27 | • Week 5 Modules (Literature Circles)  
**Chapter** 5: Text Matters: Choice Makes a Difference, pp. 60-76 (STW book)  
**Article:** Talking About Talk: Reclaiming the Value and Power of Literature Circles  
**Article:** Student Choice in Literature Circles in the Middle-School Classroom  
**Text Structure**  
• Discussion 4: Literature Circles & Figure 19, Due Wed, Sept 27 at 12:30 PM  
• CITI Program Training: Complete 6/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM |
| Week 6  | Oct 2 & 4 | • Week 6 Modules  
**Article:** Jigsaw Approach Brings Lessons to Life  
**Chapter** 6: Monitoring Comprehension: The Inner Circle, pp. 77-90 (STW book)  
• Discussion 5: Continuum of Comprehension TEKS Table (K-5) Due Wed, Oct. 4 at 12:30 PM  
• Exam 4: Opens Friday, Oct. 6 & closes Monday, Oct. 9 on or before 11:30 PM  
• CITI Program Training: Complete 8/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct 9 &amp; 11</th>
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<tbody>
<tr>
<td>Week 7 Modules</td>
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<tr>
<td>Chapter 7: Activating and Connecting to Background Knowledge, pp. 91-108 (STW book)</td>
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<tr>
<td><strong>Discussion 6</strong>: Tweet/Comprehension Article, Due Wed, Oct. 11 at 12:30 PM</td>
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<tr>
<td><strong>CITI Program Training</strong>: Complete 10/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Oct 16 &amp; 18</th>
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<tr>
<td>Week 8 Modules</td>
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<tr>
<td><strong>Discussion 7</strong>: Parent Newsletter/Research &amp; Inquiry, Due Wed, Oct. 18 at 12:30 PM</td>
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<tr>
<td><strong>CITI Program Training</strong>: Complete 11/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM</td>
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<thead>
<tr>
<th>Week 9</th>
<th>Oct 23 &amp; 25</th>
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<tbody>
<tr>
<td>Week 9 Modules</td>
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<tr>
<td>Chapter 3: What Should I Know About Teaching Methodologies, pp. 73-76 (BLT book)</td>
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<tr>
<td>Chapter 14: Building a Community of Learners, pp. 73-76 (STEL book)</td>
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<tr>
<td><strong>Dropbox</strong>: Draft 2/Reading Workshop Research Lesson, Due Sunday, Oct. 29 at 11:30 PM</td>
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<tr>
<td><strong>CITI Program Training</strong>: Complete 13/13 Modules, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM</td>
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<thead>
<tr>
<th>Week 10</th>
<th>Oct 30 &amp; Nov 1</th>
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<tbody>
<tr>
<td>Week 10 Modules</td>
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<tr>
<td><strong>Discussion 8</strong>: Pre-Assessment &amp; Intervention Plan, Due Wed, Nov. 1 at 12:30 PM</td>
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<tr>
<td><strong>CITI Program Training</strong>: Complete Final Quizzes, Certificates Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Nov 6 &amp; 8</th>
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<tbody>
<tr>
<td>Week 11 Modules</td>
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<tr>
<td>Chapter 11: Summarizing and Synthesizing Information: The Evolution of Thought, pp. 179-204</td>
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<tr>
<td><strong>Dropbox</strong>: CITI Program Training Certificates, Due to Dropbox Sunday, Nov. 12 on or before 11:30 PM</td>
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<tr>
<td>Week 12</td>
<td>Nov 13 &amp; 15</td>
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<tr>
<td>- Week 12 Modules</td>
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<tr>
<td>- Chapter 12: Content Literacy: Reading for Understanding in Social Studies &amp; Science, 205-218 (STW book)</td>
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</table>

### Prepare for Exam 5

- **Discussion 9:** TEKS, Lesson Planning, & IEP, Due Wed, Nov. 15 at 12:30 PM
- **Exam 5:** Opens Monday, Nov. 13 & closes Monday, Nov. 27 on or before 11:30 PM
- **Course Evaluation:** Complete on or before Monday, Dec. 4, 11:30 PM

<table>
<thead>
<tr>
<th>Week 13</th>
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</thead>
<tbody>
<tr>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Nov 18-26</td>
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</tbody>
</table>

**HAVE TURKEY!!!**
**ENJOY FAMILY & FRIENDS!!**

### Week 14

<table>
<thead>
<tr>
<th>Nov 27 &amp; 29</th>
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</thead>
<tbody>
<tr>
<td>- Week 13 Modules</td>
</tr>
<tr>
<td>- Chapter 14: Reading to Understand Textbooks, pp. 233-238 (STW book) (Week 13 Module)</td>
</tr>
</tbody>
</table>

### Week 14 Modules

- Week 14 Modules
- Chapter 15: The Genre of Test Reading, pp. 239-252 (STW book)
- 4\textsuperscript{th} Grade STAAR
- 7\textsuperscript{th} Grade STAAR

### Discussion 10: Impact of K-12 Visual, Due Wed, Nov. 29 at 12:30 PM (Week 13)

### Dropbox & Livetext: Final Draft/Reading Workshop Research Lesson & Reflection, Due Sunday, Dec. 3 on or before 11:30 PM (Week 13)

### Dropbox: STAAR Compare/Contrast 2-Page Paper with Completed 4\textsuperscript{th} or 7\textsuperscript{th} Grade STAAR Assessment Answers, Due Monday, Dec. 11 on or before 11:30 PM

### Course Evaluation: Complete on or before Monday, Dec. 4, 11:30 PM

### Honors Project: Due on or before Monday, Dec 11, 11:30 PM
### LiveText Statement:
This course uses 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. **The LiveText assignment for RDG 322 is the Reading Workshop Research Lesson (Final Draft).** 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 email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

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.

### VI. Required Textbooks (including children’s books, websites, articles, etc.):


<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
<th>Week 15 Modules and watch videos (Literacy development &amp; Technology)</th>
<th></th>
<th></th>
<th>Exam 6: Opens Friday, Dec. 8 and closes Thursday, Dec. 14, 11:30 PM</th>
<th></th>
<th></th>
<th>Honors Project: Due on or before Monday, Dec 11,11:30 PM</th>
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</thead>
<tbody>
<tr>
<td>Dec 4 &amp; 6</td>
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<tr>
<td><strong>Week 16</strong></td>
<td><strong>Final Exam</strong></td>
<td>Complete STAAR Compare/Contrast 2-Page Paper &amp; Prepare for Exam 6</td>
<td></td>
<td></td>
<td>This has been an eventful semester! Best Wishes for the upcoming New Year!</td>
<td></td>
<td></td>
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<tr>
<td><strong>Week</strong></td>
<td><strong>Exam Week</strong></td>
<td>Dec 11-15</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Final Exam</strong></td>
<td>Complete STAAR Compare/Contrast 2-Page Paper &amp; Prepare for Exam 6</td>
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<tr>
<td><strong>Week</strong></td>
<td><strong>Final Exam</strong></td>
<td>Dec 11-15</td>
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</table>

This has been an eventful semester! Best Wishes for the upcoming New Year!
Biography of your choice on 5th grade level or higher. This biography must be about an individual who has contributed to America's greatness in one of the following areas: history, art, music, writing, politics, sports, film & television, science, etc. We will use this nonfiction chapter book to engage you in a Reading Workshop Research Lesson and Literature Circles.

Twitter Account: Throughout the semester, you will Tweet with other educators in order to enhance your professional learning and collaboration in research, vocabulary, and comprehension.


T-Cert PPR Test Preparation. $30.00 fee for 60-day access

VII. Course Evaluations:

Near the final week 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! You will receive 1 point for participation.

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 https://www.sfasu.edu/policies

A. Class Attendance and Excused Absence: 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. Attendance is imperative. On the third
absence, the candidate’s grade will be lowered by one letter. On the sixth absence, the candidate’s final grade is lowered by two letters. Leaving class early will be counted as tardy or absent.

Every three tardies will equate to a 5-point deduction from the final grade points. For example: 3 tardies = 5-point deduction and 6 tardies = 10-point deduction.

Students may be excused from attendance for reasons such as hospitalization or student participation in approved university-sponsored events with appropriate documentation. 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.

B. 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, 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/disabilityservices/.

C. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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.

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

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

**D. Withheld Grades: Policy 5.5**
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.

**E. Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. **Five (5) points will be deducted for each act of unacceptable behavior such as cell phone usage during class, talking after the refocus tool has sounded, talking during the instructor’s lecture, and/or talking during other students’ presentations. Off-topic content during team collaboration is considered unacceptable behavior.** 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.

**Twitter Expectations:**
1. Follow Rdg318survey1
2. Follow the professional organizations that are associated with Rdg318survey1
3. Use standard English when communicating via Twitter. (same language you would use when writing a paper APA 6th style.)
4. Only discuss the content related to RDG 322.
5. Failure to follow these parameters will result in a “0” on the assignment and/or a “0” for the final grade, as determined by the instructor.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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, driver’s 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/). 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.