I. Course Description: Reading as a Language Process – Study of the reading process as influenced by the other language processes.

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

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. It provides coherence for our 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 our graduates from those of other institutions.

Program Learning Outcomes and Student Learning Outcomes:

MLG PLO 2: The teacher candidates will understand and use the central concepts, tools of inquiry standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. (AMLE 2)

Element A: Subject Matter Content

SLO 2.1 Candidates will learn the continuum of reading comprehension skills and grade level expectations for these skills with an emphasis on constructing meaning, prior knowledge, structures of specific texts, visualization, metacognitive skills, literary genres, comprehension skills, vocabulary, and study skills (ELAR 2.4s)

SLO 2.2 Candidates will learn the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing (ELAR 5.2k)

Element C: Middle Level Student Standards

SLO 2.3 Candidates will examine reading and writing standards (TEKS) and learn how to incorporate those into reading/writing workshop formats (ELAR 2.1s. ELAR 2.5s) (PPR 1.7k)

SLO 2.1 Assessment – TEKS Study for Middle Level Grades. Students will complete a review of TEKS for their content area and work to unpack and understand the skills found therein.

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

SLO 4.1 Candidates will learn strategies for how to teach reading and writing that are developmentally appropriate for middle level students including reading and writing workshop. (ELAR 2.6s); PPR 1.4k, 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.28k, 1.7s; (TSiAii, TS3Bi)

SLO 4.2 Candidates will understand the importance of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills – specifically, modeling and reading aloud using academic English (ELAR 1.8s, 1.9s)

SLO 4.3 Candidates will provide students with opportunities to engage in active, purposeful listening in a variety of contexts and genres in young adolescent literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and texts (ELAR 1.8s) PPR 1.7s; (TS3Bi)

Element B: Middle Level Instructional Strategies

SLO 4.4 Candidates will learn to use reading journals and writing journals to teach literacy skills; PPR 1.2s

SLO 4.1-4.3.2 Assessment – Reading/Writing Journals. Students will complete reading and writing journals based on information learned in class. (PPR 1.2s) (TS2Bii; TS2Ciii)

SLO 4.5 Candidates will learn how to model and teach literal, inferential, and evaluative comprehension skills. (TSiDii, ) PPR 1.20k, 3.4s; (ELAR 4.2k, 4.3k, 4.8k, 4.9k, 4.10k, 4.14k, 4.4s, 4.5s)

SLO 4.7 Candidates will learn the appropriate instructional strategies and sequences for developing students’ writing skills. (ELAR 2.10s. 5.6k, 5.7k, 5.8k)

SLO 4.8 Candidates will design and use mini lessons to teach reading and writing skills (ELAR 2.10s, 5.6k, 5.7k, 5.8k) PPR 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.1s, 1.2s, 1.11s, 1.12s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.23s, 3.6k, 3.7k, 3.11k, 3.4s (TS1Bii, TS1Dii, TS2Bi, TS2Ciii, TS3Bii, TS1Cii, TS1Bii, TS1Di, TS1Eii)

SLO 4.4.3 Assessment – Mini Lesson Demonstrations (Students will demonstrate a mini-lesson of a reading/writing skill they have written and designed for the class.) PPR 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.1s, 1.2s, 1.11s, 1.12s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.23s, 3.6k, 3.7k, 3.11k; (TS2Boo. TS2Cii, TS3Bii, TS1Cii, TS1Bii, TS1Biii) ELAR 4.15s, 5.10s (INTASC 1.1s)

Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.9 Candidates will learn how to use individual conferencing to assess students’ reading and writing skills and inform instruction (ELAR 2.8k, 2.9s, 4.15k, 4.21k, 4.1s, 4.2s, 4.3s, 4.6s, 4.7s, 4.11s, 2.1s, 3.1s) PPR 1.24k, 1.25k, 1.26k, 1.8s, 1.13s, 1.21s, 1.24s, 1.26s, 1.28s, 1.29s, 3.8k, 3.12k, 3.14k, 3.5s, 3.19s; (TS2Bii, TS2Cii, TS5Ai, TS2Ai, TS5Ci, TSSCii, TS1Fii, TS5Bi, TS5Di, TS1F1i, TS54i)

Revised 8/2013 by C. Whitley
SLO 4.10 Candidates will learn how to teach young adolescents to self-evaluate their reading and writing (ELAR 4.17k, 4.8s, 4.9s, 5.2k, 5.7s, 5.8s, 8.4s, 8.7k) PPR 1.24k, 1.25k, 1.26k, 1.29k, 1.27s, 3.6s, 3.16s; (TS5Biii, TS1Dii, TS5Ai)

SLO 4.11 Candidates will learn how to evaluate young adolescents’ reading and writing skills (ELAR 3.9s) PPR 1.24k, 1.25k, 1.26k, 1.8s, 3.5k, 3.15s, 3.17s (TS5Ai, TS3Bii, TS1Fii)

SLO 4.5-4.8.4 Assessment – Model Reading/Writing Conferences – Students will demonstrate a reading/writing conference for the class. PPR 1.24k, 1.25k, 1.26k, 1.29s, 1.11s, 1.13s, 1.21s, 1.24s, 1.26s, 1.27s, 1.28s, 1.29s, 3.5k, 3.8k, 3.12k, 3.14k, 3.5s, 3.6s, 3.15s, 3.16s, 3.17s, 3.19s; (ELAR 2.10k, 2.1s) TS1Cii, TS1Fi, TS2Bii, TS1Dii, TS2Ai, TS5Cl, TS5Cii, TS4i, TS1Dii, TS1Ci, TS3Biii) INTASC 2.6s

Element D: Young Adolescent Motivation

SLO 4.12 Candidates will learn why reading and writing workshops are motivational for young adolescents. (ELAR 5.2s, 5.3s, 5.5s, 5.12s, 8.6s) PPR 1.4k, 1.4s, 1.7s, 2.3k, 2.10k, 3.10k, 3.13s, 3.14s (TS1Ai, TS3Bii, TS1Diii)

SLO 4.13 Candidates will model and encourage reading for pleasure and lifelong learning and teach students how to select their own books for independent reading. (ELAR 2.6k, 2.7s)

SLO 4.12-4.13.6 Assessment – Book Talk on YAL book. (Candidates will do a book talk for the class over a Young Adult novel they have read this semester) PPR 1.4s, 1.7s, 2.3k, 3.10k; ELAR 2.7k (TS1Ai)

SLO 4.14 Candidates will be introduced to Young Adult Literature and examine genres, topics and authors that appeal to young adolescent readers (ELAR 2.8s, 3.7s) PPR 1.28k, 2.1k (TS4Ai)

SLO 4.14.7 Assessment – Reading and Writing Logs (Students will maintain a reading and writing log throughout the semester.) PPR 1.28k, 2.1k, 2.10k, 3.13s, 3.14s (ELAR 3.7s, 4.14s) TS4Ai, TS1Diii

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Reading/Writing Journals – Teacher candidates will keep a reading and writing journal throughout the semester. 150 pts.

Video of Reading/Writing Conferences – Teacher candidates will conduct and video a reading conference and a writing conference 100 pts.

Book Talk on YAL Book – Teacher candidates will video a book talk on their favorite Young Adult Literature book they have read this semester. 100 pts.

Reading and Writing Logs – Teacher candidates will maintain reading and writing logs as they participate in Reading and Writing Workshop this semester. 150 pts.
  - Teacher candidates will participate in discussions in each module this semester.
  - Self-Evaluation – At the end of the semester, students will evaluate their growth as readers and writers this semester. This will serve as the final exam for this course. 100 pts.

IV. Evaluation and Assessments (Grading):

Grading Scale:
  A = 630-700 points
  B = 599-629 points
  C = 568-598 points
  F = Below 568 points
V. Tentative Course Outline/Calendar:

All assignments are due by 11:59 p.m. on the due date (Sundays).

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Before Class Begins, Syllabus and Timeline, LiveText, APA</td>
<td>Modules</td>
<td>Checklists for each module</td>
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<td>Sept. 3</td>
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<td>Week 2</td>
<td>Learning How to Teach Writing</td>
<td>Ch. 1 (pages 3-17)</td>
<td>Module 1</td>
<td>6, 8, 9, 11</td>
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<td>Sept. 10</td>
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<td>Week 3</td>
<td>Learning How to Teach Reading</td>
<td>Ch. 1 (pages 17-24)</td>
<td>Module 2</td>
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<td>Sept. 17</td>
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<td>Week 4 and 5</td>
<td>Getting Ready for Reading and Writing Workshop</td>
<td>Ch. 2</td>
<td>Module 3</td>
<td>PLO 4</td>
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<td>Oct. 1</td>
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<tr>
<td>Week 6 and 7</td>
<td>Getting Started with Reading and Writing Workshop</td>
<td>Ch. 3</td>
<td>Module 4</td>
<td>7</td>
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<td>Oct. 15</td>
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<td>Week 8</td>
<td>Essential Lessons for Readers</td>
<td>Ch. 5</td>
<td>Module 5</td>
<td>2, 3, 5</td>
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<td>Oct. 22</td>
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<tr>
<td>Week 9</td>
<td>Essential Lessons for Writers</td>
<td>Ch. 4</td>
<td>Module 6</td>
<td>2, 3, 5</td>
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<td>Oct. 29</td>
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<tr>
<td>Weeks 10 and 11</td>
<td>Responding to Writers and Writing</td>
<td>Ch. 6</td>
<td>Module 7</td>
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<td>Nov. 12</td>
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<tr>
<td>Weeks 12 and 13</td>
<td>Responding to Readers and Reading</td>
<td>Ch. 7</td>
<td>Module 8</td>
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<td>Dec. 3</td>
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<td>Week 14</td>
<td>Final Exam (Self Evaluation)</td>
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<td>Dec. 12</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Textbook:

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the Perkins 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. Academic Accommodations 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 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/.

**IX. Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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 any class assignment or exam; (2) the falsifying or inventing of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when it is at least partly the work of another person; submitting a work that that has been purchased or otherwise obtained from an Internet source or another source; and/or (3) incorporating the words or ideas of an author into one’s paper 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, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

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

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due upon request from your school. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

3. Successfully complete a state mandated 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 Martin at 936 468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information:

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. All submitted work must be typed unless the instructor provides a (i.e. class assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the instructor.
4. Students are expected to read all assignments and be prepared to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses on the discussion boards. Participation will contribute to your final grade.
**Professionalism:**

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Completing assignments in a timely manner and meeting deadlines also reflect on your professionalism. Late assignments will receive a reduction of grade (20%) and all assignments must be completed to pass the course. Late assignments will also impact your professionalism grade. Attendance at face-to-face meetings is also mandatory. Please contact the instructor immediately if problems arise.